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ABSTRACT

The National Association of Secondary School Principals sponsored a survey of administrators, students, and activity sponsors about their views concerning school activities. One of the significant findings of the survey was the need for activities sponsors to receive additional training and assistance. Although directed primarily at the first-time advisor, this handbook is intended to be helpful to individuals at all levels. Key areas of emphasis that need to be considered by every advisor are identified. A rationale for examining each of these areas is presented as well as practical suggestions for implementation. Areas of emphasis include organization and management; duties of officers, members and committees; selecting projects; communication and public relations; and developing student leadership. Other topics discussed are those intended to implement the organization's activities, such as guides to conducting meetings, problem-solving, group process, evaluation, and working with principals. Many sample forms are included. (Author/MLF)

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A Handbook for the Student Activity Adviser

by Ronald Joekel

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Foreword

The National Association of Secondary School Principals has always been a staunch advocate of student activities and has worked steadily toward their improvement. In order to provide meaningful data about the "state of the art," NASSP sponsored a survey of administrators, students, and activity sponsors about their views concerning school activities. One of the significant findings of the survey as reported in *Student Activities in the Seventies* was the need for activities sponsors to receive additional training and assistance. It is with this need in mind that a handbook for advisers was developed. Although it is directed primarily to the "new" first-time adviser, individuals at all levels will find it helpful.

The art and science of advising is a most complex one since it involves human beings. There is no "10-easy-steps-to-success" approach to being an adviser. However, there are areas of emphasis that need to be considered by every adviser. This handbook identifies these key areas for an adviser to consider as well as adding helpful materials and suggestions. The author presents not only a rationale for examining each of these areas, but also some practical suggestions for their implementation.

Owen B. Kiernan
Executive Director
NASSP

Acknowledgments

I would like to express my appreciation to the NASSP Office of Student Activities, members of the NASC State Executive Secretaries Association, the National Association of Workshop Directors, and to Dr. Earl Reum of the Jefferson County (Colo.) Public Schools for their assistance and willingness to share materials that have been included in this handbook.

The dedication of these individuals to the concept of student activities, student council, and student leadership development is exemplary. Without their unselfishness and willingness to develop, test, and share materials and ideas on student activities, this book would not have been possible. I extend a sincere "thank you" and dedicate this handbook to them.

Now You Are an Adviser

Congratulations! You are now the adviser of a student activity. Now that the initial shock has subsided, you are probably thinking, "Help! What do I do?"

If you are like most other activities advisers across the country, you have been selected by one or more of the following processes:

- because someone in administration noticed on your vita sheet that you were a member of student council in high school, so "logically" you will make a good student council adviser;
- the teacher you replaced on the faculty was always the Modern Language Club adviser and so you automatically inherit the position;
- you are the newest member of the faculty so you are given the "opportunity" to serve as an adviser;
- the principal has determined that you would be an excellent adviser for a specific activity;
- no one else on the faculty would serve as adviser and you felt the students would be deprived if the activity had to be dropped so you volunteered;
- your name tag fell off the staff board in the principal's office just when he had been informed that an adviser had resigned;
- the students selected you as their adviser;
- or some other equally logical and educationally sound method.

No matter what the selection process or procedure was, one thing is probable. In all likelihood you feel ill-prepared for the position. Don't despair; very few teachers have had formal training to help them feel comfortable about accepting or actively seeking an advisership. However, if you are willing to accept the responsibility and commit yourself to help students you meet an essential requirement for advising in the student activity program.

The purpose of this handbook is to help the new adviser identify some key concepts about the position and to point out resources for further assistance.

How To Begin

Each activity is part of a larger picture—the school and its total environment and curriculum. At times, student activities have been thought of as "extracurricular" or "cocurricular." Today, we recognize all student experiences provided by the school as part of the curriculum. Therefore, an adviser should ask the administration about the philosophy and functions of the student activities program in the school system and building.

What are the board of education policies and school guidelines and regulations regarding the student activities program? What authority and responsibility does the activity adviser have? What are the obligations and responsibilities of the adviser? What are the time demands, resources, and rewards for the adviser? To whom does the adviser report and how is he evaluated? How is the activity financed? How does the activity relate to the rest of the curriculum?

These and other questions should be raised, clarified (in writing wherever possible), and discussed with the school administration. A basic theory and philosophy of student activities should be developed and understood by all parties if the program is to be successful. This is the foundation that undergirds the entire activities program. If this foundation is lacking, it will be very difficult to achieve established objectives and goals.

The Role of the Adviser

Now that you have the title of adviser, what does it mean and what is your role? It would be nice to have a recipe that would guarantee success. However, because you are dealing with human beings rather than baking a cake, it is difficult to outline duties. Each organization and individual is different.

The adviser's role is a multi-faceted one, much more complex than one first realizes. The word *advise* means to give advice, to recommend, to counsel, to inform. There is often a fine line between giving advice and telling the students what to do, or as some would say, dominating the organization.

Trying to describe the role of an adviser is like being a mosquito in a nudist camp; you don't know where to begin. However, here are some general roles of the adviser:

Human Relations Agent. You are working with individuals, all of whom have unique personalities and different expectations and experiences. Your responsibility is to help them to better understand themselves and others, and how to work effectively together. You must be willing also to know yourself better, to develop trust in others, and to develop a relationship of shared responsibility and mutual trust with the students. You

have the responsibility of molding the members into a cohesive unit working together toward a commonly agreed-upon goal. This involves knowledge of individuals and how groups work together to achieve a common purpose.

Role of Being Committed. You must be committed to the concept of meaningful student involvement via student activities and the democratic ideals of participation and meaningful activities. You must sincerely like working with students in a variety of settings and working to improve school and educational opportunities for all students. You can't be like the Kamikaze pilot who was bragging about flying 14 missions in World War II and when asked about them he replied, "I didn't say I was committed, I just was involved." You must be more than just involved as the leader of an activities organization.

Active Learner. Since you have probably had little formal training for your role as an adviser, you will need to be constantly learning about your job. You have a responsibility for keeping abreast of what is happening in student activities. You can do this by reading various publications; asking questions; visiting schools; writing to other advisers; and attending seminars, workshops, conferences, meetings, and state conventions. Many of these can be opportunities to learn together with your students by attending and sharing. As an active learner you will learn by doing, so don't hesitate to ask your administration for support to attend conferences and workshops.

Counselor. You have a unique opportunity to help students grow in a laboratory of human experiences. You will work with students in a way few other teachers can, and in many cases you will get to know the students better than parents or the school counselor. You can assist students with their development in ways that a classroom teacher may not be able to do. In many cases, advisers form friendships with students that continue long after graduation.

Role as a Teacher. Advisers are primarily teachers. They must work with the officers to teach them their duties and responsibilities. Citizenship, leadership, scholarship, and all the specific skills necessary to be a member of an organization must be taught. An effective adviser/teacher knows how to plan, to motivate, to involve others, when to attack, and when to retreat.

Communication Agent. The adviser is the bridge between the students and the administration, the student body, the faculty, and the community. The adviser stimulates faculty and administrative interest and support and keeps them informed. The adviser can correct misconceptions, explain student viewpoints, and note student reactions and attitudes, all of which can enhance the learning climate of the school.

Coordinator/Supervisor. The adviser is supervisor of all the organization's activities. The adviser should: • attend all meetings • approve all activities and projects • give advice and guidance in planning the agenda • coordinate the organization's goals and programs with the philosophy of the school • supervise the expenditure of funds and help prepare a budget • plan with the officers and members for the year's meetings, committees, and activities, and develop a yearly calendar • help organize the activities • assist with scheduling.

Facilitator of Leadership. Look for the person who is able to get things done—who can accomplish the goals by organizing the efforts of other people. Cultivate the ability to identify this common trait in others. Be a person who knows the effect of good, well-established organizational goals. The adviser is aware of group relationships and group processes. Let students make mistakes occasionally; it's a student organization. Also, let the students enjoy their successes. Cultivate the practice of giving credit when it is due and accepting the responsibility when something doesn't go as planned. One of your goals is to develop young people and assist them with the necessary skill development to be leaders.

Resource Person. The adviser must offer information, inspiration, encouragement, and reinforcement. His role is not to tell students what to do but to provide them with suggestions and alternatives to accomplish the organization's goals. Sometimes the adviser "questions" rather than "tells" and in this process brings about meaningful dialog.

Public Relations Agent. You can present your students and their organization to many audiences via effective communication and public relations techniques. It doesn't need to be the slick Madison Avenue variety. A sincere sharing of the successes of your organization and telling the public what students are doing in your school and organization is all that is necessary. Everyone has an ego that needs an occasional boost and you can either openly or subtly inform the faculty, administration, or community about the many good things your organization is doing. Most news media are eager to have human interest stories

involving students, so prepare news releases with your students and let others know what you are doing. This can create interest and support for your organization from a variety of sources.

Evaluator. You have an obligation to help the students see where they have been as well as to plan where they are going. Assist the students in both short and long-term evaluation. Help the students to see that the evaluation process can be more important than the significance of the end product.

Advisers must develop both the art and science of advising. We must try many ways of approaching problems and analyzing them to find solutions. There is a matter of risk in decision making – how we develop this art is what turns us either into the kind of artists who communicate effectively or those who say nothing at all to the rest of the world.

An adviser is:

A – ADAPTIVE
Alert and aware of actions and activities.

D – DEPENDABLE
Devoted to the idea of student activities.

V – VIGOROUS
Vital and visionary to the needs of students.

I – INSPIRATIONAL
Provides initiatives and ideas, and involves others.

S – SENSITIVE
Sincere; sees schedules and follows through.

E – ENTHUSIASTIC
Energetic; seeks evaluation and feedback.

R – RESPONSIBLE
Respectful of the rights of others and reaches to help attain goals of individuals and the organization.

The Constitution and Bylaws

Now that you understand the philosophy and function of student activities in your school and how they relate to the total school program, you should look more closely at the specific activity you are advising. To gain a better understanding of the activity take time to examine the constitution, bylaws, and previous minutes and reports if you are fortunate enough to have them available.

The constitution and bylaws should give you a good idea about the purpose of the activity/organization and how it is governed. If there is no constitution (or if it is outdated), this would be one of the first tasks to undertake with your students. You may wish to look at those of other organizations in your school, write to neighboring schools for a copy, write to the NASSP Office of Student Activities for samples and guidelines, or develop one of your own from scratch.

A constitution is a written set of laws or governing principles of an organized political body. The constitution defines the limits of authority of the group and gives it a sense of organization and purpose.

A constitution should be stated in terms easily understood by all. It should be constructed to include only necessary items, and should be developed cooperatively with the school staff and student body. Amendment should be easy. A constitution must be studied and adjusted regularly to be vital, meaningful, and real.

A suggested form for a constitution:

Article I	Statement of the name of the organization for which the constitution functions.
Article II	The general purposes of the organization.
Article III	Powers vested in the organization; including the right of veto by the principal.
Article IV	Definition of the membership of the organization.
Article V	Establishment of the time, methods, and procedures of nomination and election.
Article VI	Frequency of meetings and provision for special sessions (this may be omitted in the body of the constitution if included in the bylaws).
Article VII	The duties and responsibilities of the organization as delegated by the principal; the officers' and members' responsibilities; committees, if not in the bylaws.
Article VIII	Method and procedure for ratification of the constitution.
Article IX	Provisions by which the constitution may be amended.

Bylaws are a series of laws or regulations made by an organized group for the purpose of managing its internal affairs and standardizing its meeting procedures.

A suggested form for bylaws:

Article I	Description of the number of members needed to constitute a quorum.
Article II	Establishment of standing committees and provision for the formation of special committees as needs arise.
Article III	Regulations for conducting school and class elections, if not included in the constitution itself.
Article IV	Procedure for filling an office which has been vacated during the school year.
Article V	Procedure for amending the bylaws.
Article VI	Definition of the rules of order used in conducting business.

A well-developed constitution and bylaws will certainly facilitate the organization and management of the activity and provide needed continuity.

SAMPLE CONSTITUTION

CONSTITUTION OF THE _____ HIGH SCHOOL STUDENT ASSOCIATION

PREAMBLE

We, the students of _____ High School, in order to develop democratic ideals; to teach respect for law and order; to maintain high standards of cooperation, loyalty, and school spirit; to prepare for adult life and citizenship; to encourage all worthwhile activities in the school; and to help students prepare for their careers, do form this constitution for the Student Association of _____ High School.

Article I – Student Organization

Section 1 An organization known as the student association of _____ High School is hereby formed. This organization shall hereby be referred to as the student association.

Section 2 The membership of the student association of _____ High School shall consist of all the students enrolled in _____ High School.

Article II – Student Council Legislative Powers

Section 1 The legislative powers of the student association shall be vested in an executive body which shall be called the student council.

Section 2 The student council shall consist of thirteen (13) voting members and the principal who will act as an adviser.

Article III – Membership and Election

Section 1 The council membership shall include nine (9) elected representatives: one from each of the nine homerooms in the school.

Section 2 The grade representatives shall be elected by their respective homerooms before October 15 of each year, and will serve until their successors are elected.

Section 3 Homeroom representatives can be recalled by a petition signed by three-fourths of the electing body and three-fourths vote of the student council.

Section 4 Vacancies among homeroom representatives shall be filled at a special election called by the student council.

Article IV – Officers and Duties

Section 1 The student council membership shall include the four officers of the student association: president, vice-president, secretary, and treasurer.

Section 2 The president shall be a senior. The vice-president, secretary, and treasurer shall be juniors or seniors. All officers must rank in the upper three-fourths of their class scholastically at the time of the election.

Section 3 Any student of _____ High School meeting the qualifications set forth in Article IV, Section 2, above, may file for office in the _____ High School Student Association. There shall be at least three candidates for each office to be voted on by the electing body in May of each year. Persons of the electing body may write in the candidate of their choice on the official ballot of either the primary or general election described below. A primary election will be held in May of each year to determine not more than three candidates for each office. A general election will be held following the primary election to determine the officers for each office. A majority vote is necessary for election. The term of office for each elected officer is from June 1 of the year of the election to May 31 of the following year. Dates for filing and for the elections will be determined and announced each year by the officers of the _____ High School Student Association.

Section 4 Officers can be recalled by a petition signed by three-fourths of the student association and by three-fourths vote of the student council.

Section 5 The principal of the school, or any person designated by the principal, shall serve as faculty sponsor to the council. The faculty sponsor shall be a non-voting member. All members of the student council are active until replaced.

Section 6 Vacancies among officers shall be filled by appointment by the student council.

Article V – Meetings

Section 1 The council shall hold a minimum of one meeting during each week of school from September through May.

Section 2 The president shall call special meetings whenever necessary.

Section 3 Eight (8) members of the student council and the faculty sponsor shall constitute a quorum.

Article VI – Powers and Duties

Section 1 The powers and duties of the student council shall be:

a. To act as a barometer of student opinion
b. To grant audiences to any club or individual at any time.
c. To promote general social life in the school, including the sponsoring of parties.
d. To sponsor assembly programs, including honors assemblies.
e. To stimulate student interest in activities.
f. To authorize special days.
g. To charter clubs and, if necessary, revoke them.
h. To approve or sponsor concessions.
i. To create, supervise, and coordinate committees for a special service or activity.
j. To organize and promote general and special elections.
k. To exercise general supervision of chartered buses for special events.
l. To promote respect for school and private property.
m. To authorize and sponsor drives and campaigns.
n. To pass on social calendar events.
o. To have the power to develop policies, set standards, and suggest any rules necessary for the betterment of the school.
p. To pass on any necessary legislation to carry out any of the foregoing powers.

Article VII – Veto Power

Because the powers of the student council are delegated to it by the principal, he shall have the right to veto any measure the student council may pass. The principal, however, must explain the reason for the veto.

Article VIII – Amendments

Section 1 Amendments shall be made to this constitution wherever necessary.

Section 2 Amendments shall be initiated by a petition signed by 10 percent of the student association, and become a part of the constitution when approved by three-fourths vote of the student council and passed by a two-thirds majority of the student association in a special election.

QUESTIONS CONCERNING YOUR CONSTITUTION

1. Does the preamble express the philosophy of the school and the spirit of the constitution? _____
   Suggestions: _____
   _____

2. Do you think the purposes are broad enough? _____ Do you think the purposes are limited enough? _____ Do you think the purposes are practical and real? _____ Suggestions: _____
   _____
   _____

3. Is the membership representative enough? _____ Should there be more members? _____
   Fewer members? _____ Does the membership represent all phases of student life? _____
   Suggestions: _____
   _____

4. Are the requirements for office too rigid? _____ Not rigid enough? _____ Acceptable? _____ Should there be other requirements for office or membership? _____ Suggestions:
   _____
   _____

5. Should there be eligibility requirements for voters? _____ Are these eligibility requirements acceptable? _____ Suggestions: _____
   _____
   Should the faculty and administrative personnel be entitled to vote? _____

6. Are the term-of-office lengths acceptable for officers? _____ For representatives? _____ For auxiliary members? _____ Suggestions: _____
   _____
   Should we limit the number of times an individual can be a school officer? _____ How often? _____ Are the limiting requirements set forth in the constitution sufficient? _____

7. Are the nomination requirements acceptable? _____ Should other requirements be included? _____ What others? _____
   How could we increase interest and participation in running for office? _____
   _____
   Do you approve of asking the faculty to submit nominations? _____

8. Are the duties realistic? _____ If not, suggestions: _____

_____

_____

9. Are impeachment procedures too involved? _____ Suggestions: _____

_____

10. Are there too many committees? _____ Which should be eliminated, if any? _____

_____

11. Would a better order of presentation be possible? _____ Suggested order: _____

_____

Are the duties too restrictive? _____ Too broad? _____ Suggestions: _____

_____

Have you any suggestions for one or all of the committees so far as duties, membership, frequency of meeting, time of meeting, organization, etc. are concerned? _____

12. Are meetings held too often? _____. Too seldom? _____ Suggestions: _____

_____

13. Are the powers of the organization too broad? _____ Too limited? _____ Are powers well enough defined? _____ Suggestions: _____

_____

14. Is amendment too easy? _____ Too difficult? _____ Should the entire student body be involved? _____ Should club chartering be a duty of the student council? _____

GENERAL INFORMATION: Do you have any suggestions, additions, or ideas for this constitution?

_____

_____

Is this constitution too broad? _____ Too limited? _____ Could you cite specific instances?

_____

Is there any section of the constitution which is out of place? _____ Is the order of the constitution acceptable? _____ Suggestions: _____

_____

_____

_____

_____

_____

The constitution will give you some general purposes for your activity or organization, but you need to go beyond these general statements and with your students develop objectives and goals to accomplish the purposes. Objectives and goals may be developed in a variety of ways, but remember that they are developed *with* the students and not *for* them. Typical ways to develop them are by the use of brainstorming, buzz groups, and question box techniques.

Another method that is becoming popular is called Management-by-Objectives/Results (MBO/R). It is an approach borrowed from business and industry that can be used for setting goals, planning, and evaluation. There are four essential steps in using the MBO/R approach for organizational planning: 1) Setting Goals; 2) Objectives—The Action Plan; 3) Responsibility, Resources, Time; and, 4) Evaluation. This approach will not only result in better goal setting and planning, but will make evaluation easier as it is directly related to the goal setting and planning. An explanation and demonstration of how MBO/R can be utilized for student activities can be found in the book, *Planning and Evaluating Student Activity Programs*. (See Resource Materials.)

Objectives should be written and should be understood by all members of the organization. Clearly stated objectives not only aid in organization but also assist in evaluation, as criteria to measure their attainment are usually stated at the time of development and adoption. See the appendix for a sample format to plan and schedule a project.

Objectives and goals may be both long and short-term in duration. However, keep in mind that students need to experience achievement frequently. Sometimes long-term objectives and goals seem so distant that students lose interest and drop out. Periodic feedback and assessment are essential to monitor progress and provide students with data about where they are in accomplishing their objectives and goals.

The students and adviser need to understand the principles of organization relating to the skills of planning, organizing, scheduling, communicating, leading, controlling, assessing, and evaluating. The idea of delegating responsibility without losing the function of authority is essential for both student leaders and advisers. Many advisers drive themselves to the brink of disaster by trying to do everything themselves. If the activity is to be an educational experience for students, they need to have opportunities to share responsibility and decision making. The principle of involvement is especially crucial in student activities, even if it means taking more time and doing something differently than you might have liked.

In *How To Run an Efficient and Effective Student Activities Program* (NASSP, 1976), Gorton identified some appropriate organizational characteristics for student activities:

1. Each activity, as well as the total program, should have well-defined written objectives.
2. Each activity should be directed by a well-qualified, interested adviser.
3. There should be a written role description for each adviser, and a developmental inservice program to upgrade competencies.
4. There should be written role descriptions for the student officers of each activity, and an in-service program should be offered to help them improve their competencies.
5. The various organizational meetings that are held as part of the student activities program should be well-planned.
6. A complete, written description of the total student activities program should be disseminated to students and other appropriate parties at the beginning of each school year.
7. There should be a directory of student activities and a student-teacher advisory council for the total activities program.
8. The overall student activities program and each of the component activities should be evaluated periodically to ascertain effectiveness and to identify areas in need of improvement.
9. Each of the groups in the student activities program should be required to prepare an end-of-the-year report to be disseminated to all appropriate parties.

Calendar/Scheduling

One of the most helpful organizational secrets is the development of a master schedule/calendar for your activity. With the myriad of activities prevalent in today's secondary school and the pressures they create, it is imperative that you develop a year-long calendar. In addition to avoiding conflicts with other activities it will serve as a guide for your organization to accomplish its goals. Don't forget to check with the activities

director or individual who is in charge of the master calendar for the school to learn the procedures for scheduling. The use of the master calendar will help avoid possible misunderstandings and conflicts.

There are a number of ways to build and display the master activities calendar and coordinate it with the overall master school calendar. A common way to build the calendar for your activity is to develop a month-by-month business and program schedule. Items of business and programs to be included can be identified by going over the constitution; reviewing minutes of previous meetings, questioning advisers, administrators, and last year's officers; and checking schedules of community groups or organizations with which you cooperate. Following is a sample of a master monthly calendar:

Monthly Calendar and Clearance Page
(for all group and committee activities)

for _____ (month) **19** _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

1. In the small squares place the correct dates for the month.
2. Record the *time* and *place* of all activities and committee meetings—and enough other information to make all appointments and keep track of essential business.
3. Use this as a clearance page—to prevent conflicts with other affairs. Mark the holidays and any special events in which the group should participate or with which it should not conflict.

Monthly Business and Program Schedule

	BUSINESS	JULY	PROGRAM
	BUSINESS	AUGUST	PROGRAM
	BUSINESS	SEPTEMBER	PROGRAM
	BUSINESS	OCTOBER	PROGRAM
	BUSINESS	NOVEMBER	PROGRAM
	BUSINESS	DECEMBER	PROGRAM
	BUSINESS	JANUARY	PROGRAM
	BUSINESS	FEBRUARY	PROGRAM
	BUSINESS	MARCH	PROGRAM
	BUSINESS	APRIL	PROGRAM
	BUSINESS	MAY	PROGRAM
	BUSINESS	JUNE	PROGRAM

Monthly Business and Program Schedule Instructions

List in the appropriate place items of business and program (some may occur only once during a year). Discover these by (1) reading the constitution, (2) reviewing the minutes of last year's meetings, (3) questioning last year's officers, (4) discussing with local or area advisers. You may also want to list other events in your community with which the council cooperates, or with which you wish to avoid conflict (especially religious holidays). Refer to this schedule when preparing for any meeting.

SCHEDULING SUGGESTIONS: Usually PROGRAM will receive priority in scheduling; BUSINESS is secondary, but is essential to the functioning of the organization. Groups which meet frequently may require business meetings only once a month or once a quarter (the executive committee or officers handling all business which does not have to be presented to the membership as a whole). If business must be attended to despite a scheduled program, this business might follow the program so that people involved in the program do not have to wait through what may become a longer-than-expected business session. Social affairs and service projects should be scheduled as well as "meeting programs." If your group is affiliated with a larger organization, be sure to enter the area of national affairs which will have some bearing upon your local business and program. Regular meetings of standing committees might also appear on the schedule. The officer using this page may wish to record scheduled meetings with other committees or individuals.

Duties of Officers, Members, and Committees

Now that your responsibilities as adviser are clear, it is time to examine the responsibilities of the officers and organization members. Each officer has specific duties and obligations. The constitution and bylaws provide a good starting point for reviewing their duties with the officers. Obligations and responsibilities of officers, members, and committees should be written and made available to all who are interested. Frequently these are developed in the form of job descriptions. Job descriptions are used to outline the parameters of function, performance, and responsibility for a specific job or role.

The job description serves a fourfold purpose:

1. It ensures that the person holding the job knows the responsibilities of the job.
2. It provides the basis for evaluating the performance of the person holding the job.
3. It provides the basis for further defining more specific target areas—often referred to as job targets or management objectives.
4. It establishes what is important in the total organization so that resources can be organized accordingly. Defining important functions—e.g., the setting of priorities—helps the individual as well as the total organization align its total resources (time, personnel, money, etc.) so that the chance of successful performance in the defined function areas is maximized.

Three elements are particularly important if the job description is to help the job holder perform the duties and fulfill the responsibilities:

1. The specification of key job or role function.
2. The establishment of priority job or role functions.
3. The allocation of resources—individual and organizational—according to the established priorities.

The following job description development form applies these three elements and can be used to help the adviser as well as the officer of the organization.

Job Description Development Form

1. Job title: _____
2. Definition of job: _____

_____

3. Qualifications necessary to perform job: _____

_____

4. Persons to whom you are responsible: _____

_____

5. Persons responsible to you: _____

_____

6. Your job evaluation or assessment: _____

_____

7. List of duties you perform on a daily or yearly basis: _____
8. Group the various tasks listed in number seven into categories of similar functions: _____

_____

9. Write a clear, concise statement for each of the categories that describes your responsibility in performing the function identified.
10. Assign priority numbers to each category function according to its importance. (Number one priority being the most important, etc.)
11. Assign a percentage of time that should be spent in performing each function.

Officers and members need to be aware of the functions of a leader and the relationship to others. A weekend retreat or half-day workshop might be wisely spent reviewing the constitution and bylaws, objectives and goals, and the duties of officers and members.

A well-defined job description not only aids officers and members but also makes the evaluation task easier. It's very difficult for an officer or committee to function or to be held accountable for actions without a clear understanding of duties and responsibilities. Obligations and responsibilities of officers, members, committees, and the adviser should be analyzed and evaluated annually.

The Officer Job Analysis Sheet can be completed quickly by each officer and used to identify some key elements of each office as well as to develop the job description, as it provides necessary data quickly. It will probably also quickly point out to officers their knowledge of their particular office and job.

Officer's Job Analysis

Fill in the outline below *in pencil* so that when the duties are discussed at the executive meeting, you can make any necessary changes.

Although you may have held a similar office in another organization, the job may not be the same. The organization, structure, and responsibilities vary from group to group according to the constitution, purpose, size, frequency of meetings, and type of program.

What does the constitution say is my job? _____

What is the stated purpose of the organization? _____

What planning am I responsible for? _____

What regular work am I responsible for? _____

What are the occasional tasks (perhaps only twice a year) for which I am responsible? _____

_____

What records must I keep? _____

To whom am I responsible? (Am I responsible only to the members or to an officer who appointed me or to the principal or adviser?) _____

At what point am I supposed to take the initiative for the leadership of the progress of the organization?

_____

How does my job correlate with those of other officers and committees? _____

With the president? _____

With the vice-president? _____

With the secretary? _____

With the treasurer? _____

With the program chairman? _____

With the publicity chairman? _____

With the other committees? _____

How do I get funds for the expenses of my office or committee? _____

_____

What reports am I expected to put in writing, and to whom do I present them? _____

_____

In what other ways must I work closely with others? _____

_____

The NASSP Office of Student Activities has two publications that can be helpful in developing job descriptions for officers. The *Student Council Leadership File* contains a file folder for each officer which lists valuable information for that particular office and suggestions for a successful student council. *Profiles of Student Council Officers* is a set of six illustrated booklets describing the duties of various officers.

Following are some typical duties of organizational officers:

The President

The president is the leader of the organization. The role is unique. The organization is rarely any more or less effective than the president. The president must be committed to the aims and purposes of the organization and school system, must be respected by peers and the faculty and administration of the school, and must be enthusiastic about the role as leader of the organization.

Duties of the President:

Before the meeting–

- meets with cabinet officers to discuss and prepare each agenda item.
- meets with the various cabinet officers to discuss meeting responsibilities.
- meets with the building principal to review the agenda.
- meets with the adviser to finalize the meeting agenda.
- checks to see that all participants for the meeting are notified.

During the meeting–

- conducts meetings according to parliamentary procedure.
- begins and ends meetings on time.
- maintains discussion to relevant items on the agenda.
- encourages the participation of all members and visitors.
- moves the group to decisions or recommendations.
- seeks recommendations from persons or committees responsible for specific functions or activities.
- clarifies and specifies all activities, projects and recommendations into plans for their accomplishments.
- calls on the vice-president to relate discussion to the role and purpose of the organization.
- calls on other officers for input as the discussion relates to areas of their specific responsibilities.

After the meeting–

- reviews the meeting with the cabinet to clarify outcomes, areas in need of further discussion, and ways of improving meeting effectiveness.
- delegates responsibilities to appropriate officers and committees.
- develops tentative agenda, date, time, and place for the next meeting.
- reviews meeting outcomes with the building principal.

The Effective President:

Is sensitive to own needs–

- recognizes own needs but does not try to meet them at the expense of others.
- shares ideas, honest feelings, and differences with others.
- is ready to change own ideas without emotional upset.
- does not dominate or monopolize meetings or group functions.
- recognizes the value of others despite personal preferences.

Is sensitive to the needs of others–

- is aware of and ready to try to understand other's needs.
- encourages fulfillment of other's needs.
- encourages others to participate.

Is sensitive to the group's needs and goals–

- is ready to assume responsibilities.
- recognizes the importance of being objective.
- is willing to abide by group decisions.

Listens–

- for the facts.
- for the "hidden meanings."
- to people, not words.

Moves the group to decision–

- facilitates the presentation of all points of view.
- clarifies the intent of all motions or actions.

Knows the roles of other officers and members–

- allows officers to make decisions in their special areas of responsibility.
- continuously discusses with officers their respective roles and functions, helping them to perform to their abilities.

The Vice-President

The vice-president is a key person in the effective functioning organization. As adviser and "right arm" to the president, the vice-president is the "doer"—the organizer, coordinator, and the facilitator of all committee and project work.

Duties and Responsibilities:

Before each meeting—

- meets with all committee chairmen to review progress on activities and/or projects.
- meets with the president and the adviser regarding the meeting agenda and items to be placed on the agenda.
- sees that all committee chairmen have the necessary forms for completing reports of activities.
- arranges for the meeting place and the physical setting of the room.
- notifies all persons that need to be present at the meeting.
- meets all visitors, welcomes them, determines if they wish to be placed on the agenda.
- informs the president if visitors wish to be placed on the meeting agenda.

During the meeting—

- relates all discussions and activities of the group to the aims and purposes defined by the organization.
- cares for all committee reports and reports of activities.
- takes the place of the president if absent.
- collects copies of all committee and activity reports.

After the meeting—

- files all committee and activity reports in a permanent record.
- follows up, supervises, and coordinates committee work.
- carries out all tasks delegated by the president.
- discusses with the president the functioning of the organization and the effectiveness of its meeting.
- recommends ways of improving the efficiency and effectiveness of meetings.
- works with all committees in facilitating planning and carrying out all designated functions.
- helps all committees and activities to clarify and define their objectives.

The Secretary

The secretary is vital to the growth and progress of every student group. The secretary's job entails a lot of hard work. The historical record of the organization depends on the quality of the secretary's performance.

Meeting Responsibilities:

Before each meeting—

- prepares agenda forms and materials for members and executive meetings.
- works cooperatively with the vice-president to make available the work tools for each meeting: correspondence, records, program outlines, paper, pencils, notebooks, master calendar, committee and individual assignments, etc.
- announces all meetings, notifies members of places and times, distributes copies of minutes.

During the meeting—

- takes attendance quickly and efficiently by use of seating arrangement, badges, sign-in sheets, etc., and keeps permanent records.
- has available the minutes of all previous meetings for the year, and reads them upon request.
- records the actual wording of each motion. (The secretary may ask for a restatement or clarification to maintain accuracy.)
- presents incoming mail to the organization.

After the meeting—

- answers all correspondence following the organization's instructions.
- writes minutes in concise, clear sentences.
- duplicates minutes (photocopier, mimeograph) and posts copies in designated locations for members, teachers, administrators and the student body to read.
- files copies for future reference.
- checks with absent members to inform them and to check on reason for absence.
- keeps records in neat and complete form.
- helps build and maintain the group image and reputation.

- possesses personal qualities which include being accurate, efficient, orderly, cheerful, sincere, mannerly, trustworthy, loyal, dependable, patient, courteous, etc.
- is prompt (especially in matters of official school business).
- assumes responsibility for correspondence on all-school matters –
  - writes letters of request, praise, regret or apology; thank-you notes, invitations, congratulations, and commendations.
  - communicates with other schools as necessary (unless a corresponding secretary has been appointed or elected to handle this responsibility).
  - orders items requested by the adviser, activities director, and executive committee (in most schools, these officials do not have secretaries).
  - provides written contacts with faculty, students and administration.
- has the responsibility of announcing all meetings (in a cooperative effort with the other all-school officers and the adviser).
- files minutes, committee reports, bulletins, official documents; keeps a file of all official student correspondence.
- is responsible for all incoming mail and for its presentation to the organization.
- is responsible for holding and coordinating workshop meetings with class and club secretaries for the purpose of helping them to understand their duties (backed up by either the school secretary or business department teachers).
- coordinates the efforts of publicity and poster committees (most of the information for these committees will originate with the secretary).
- is responsible for the coordination of all reporting (periodic reports to faculty, administration, and student body).
- posts notices of special meetings, places, and times.

Keeper of All Records:

These materials should be complete and in good form –

Business proceedings, meeting minutes, programs, documents, important papers – which should be filed logically, always available and retained for future use of officers, members and historians.

Committee and individual assignments (including publicity assignments and other committee responsibilities) typed and duplicated for distribution to members.

Attendance records, committee rosters, reports, petitions, etc.

Typed lists of members, constitutions, bulletin board schedules, any helpful lists for members.

All records are the legal property of the organization. They should be constantly available and current.

Keeper of the Minutes:

The minutes are especially significant. They should –

- be typed or carefully written for rapid reference.
- be completed as soon after the meeting as possible, mimeographed (or duplicated), posted on a special board for students, and always kept available for members, teachers, administration, and student body.
- be well-written using correct English.
- record the actual wording of motions. (The president should repeat each motion; the secretary may ask for a clarification to maintain accuracy.) Record accurately what is done concerning any motion (the action taken).

Must:

Be alert to the calendar, to time available, to progress of individual members and committees.

Be alert to procedures of the meeting and predict needs of the group – then be ready when needed.

Be mindful of the limitations and requirements of the organization according to the constitution and school regulations.

Coordinator of Reporting:

Review good reporting practices (methods) with representatives.

Be instrumental in the development of a system of reporting and communication:

- use of public address system.
- homeroom plan (utilization of homeroom for feedback).
- "speak out" and "rap sessions."
- forums (mini-assemblies).
- open meetings.

- individual interviews (emphasis upon personal contact).

  school newspaper (excellent means of communication).

Tips for the Secretary:

Assist your officers in every way possible.

Show enthusiasm in everything you do no matter how much work your job might entail.

Voice your opinions at the executive board meetings.

Choose a hard working assistant—if you need one.

Refer to your adviser often.

Keep the bulletin board posted with up-to-date notices.

Give words of encouragement to all members.

For attendance records use large graph paper.

Have your organization appropriate the proper funds so you can buy a book of stamps and use them when you need them.

Public relations rest upon the efficiency and personal contact of the secretary. The secretary will shape much of the organization's personality.

The more you become involved in the meeting, the more respect you will gain from your fellow members.

The office of secretary is one of communication, so it's important to build bridges and not walls between people.

A secretary should keep accurate records. The president depends greatly upon the secretary for any information about the organization.

The secretary may wish to make the following resolutions.

I resolve to:

- —be a more active member of the executive committee.
- —be completely organized at the very beginning of my school year and remain so throughout the year.
- —make each week's minutes short and complete—not four pages of confusion!
- —give my opinions at board meetings.
- —learn how and where to keep records.
- —know in what order and where the old files are.
- —know exactly what is expected of me.

The Treasurer

The treasurer's job is an important one in managing and recording the financial affairs of the organization. A thorough understanding of the financial affairs of the organization is essential if the treasurer is to act as the financial adviser to the group as a whole, to the officers' cabinet, to the advisers, and to the student body.

A Job Analysis:

See that the organization develops a yearly budget of expenditures and income.

Develop an accounting system related to the adopted budget.

Maintain on paper a financial record of all expenditures and income . . . mental notes are not acceptable.

Provide the organization with periodic financial reports.

Make available to any school organization data and information on all school monies. (The school newspaper is one way of reporting to students the financial condition of the activities program.)

Deposit money frequently to minimize the danger of losing it.

Chair and coordinate the work of the budget and finance committee (really a policy and procedure committee).

Work closely on all money matters with the adviser and the president.

Coordinate the activities of the ways and means committee. This committee has the important task of thinking of various projects and activities, and then submitting them to the council for acceptance, to help support the program financially.

Schedule workshops and meetings to help class and club treasurers understand their responsibilities. These entail—

- teaching skills related to record keeping.
- developing a sense of responsibility.
- discussing problems.
- coordinating responsibilities (in order to avoid duplicating projects and activities of other clubs and organizations).
- auditing and reviewing the condition of organizations on a periodic basis.

Assume the role of chief financial consultant—

- provide the organization with a cost and income analysis on any anticipated project or activity involving financial responsibility.
- make recommendations for approval or disapproval of an activity in question.

- work with committees and other school organizations in the preparation of budgets.
- secure prices on all materials, supplies and equipment.
- keep your organization and other school organizations advised of any change in school fiscal policies and procedures.

Manage all appropriations—

- review all budget requests from committees. (In schools that centralize the activity fund with the treasurer, review and pass on the budget request of all student organizations.)
- check and account for all goods and services before authorizing payment.
- review purchase orders.
- check all billings.
- prepare payment voucher and authorize payment. (In some schools, sign the payment check along with the activities director or another designated school official.)

Develop the necessary skills to keep accurate records—

Organize and staff a budget and finance committee, of which the treasurer should be the chairman. The treasurer should coordinate all matters relating to the financial management of the organization through this committee. This committee should interpret financial implications of the constitution, school policies, and the purpose of the organization.

Meeting Responsibilities:

Before each meeting—

- prepare reports of all financial transactions. Review all reports with the president and the adviser prior to the meeting.
- review all projects in terms of their financial status so that you are familiar with the financial aspects of each project.

During the meeting—

- distribute a summary financial report of all accounts to all council members.
- present financial status reports: answer questions of inquiry.
- file a copy of the financial reports with the secretary.
- answer all inquiries about the financial status of the organization and its various projects.

After the meeting—

- post copies of the financial reports on an official designated bulletin board for review by the student body.
- file in an official record the financial reports approved by the organization.

Committees

The committee is the cornerstone of any democratic organization. The committee leader and the members need to realize that if they fail to perform their tasks, then democracy has not been served. Committee members get satisfaction from their work when they can see results developing from their time and efforts. The bulk of the actual proceedings is enacted by and through committees. Efficient functioning in general meetings is conditioned by means of committee action. Assignments are delegated to committees to be investigated, discussed, and plans of action devised to be reported back to the entire organization. Consequently, committee action is one of the most important phases or working forces within an organization.

The size and circumstance of a functioning committee sets the stage for freedom and effective operation. In any group meeting, both time limitations and the size of the group participating necessitates rules of procedure in order to accomplish the business. This limits the extent of individual action and involvement.

An excellent opportunity for the development of leadership training is made possible via committees. The informality, as well as the fact that only one project or activity is being considered, tends to produce a unity of purpose. Keener insight is developed if all members have a chance to express their views. In the hands of a skilled chairman each member is given a responsibility and consequently becomes an active, involved individual. The success of any student group is contingent upon the nature, extent, and thoroughness of committee action. Committees provide a natural situation for the development of leadership through a democratic environment.

Principles for Effective Committees:

1. They are the informal work groups of any large body, involving the resources and wisdom of the students in decisions by defining problems, discovering solutions, and communicating these to the larger body.
2. The lifeblood of a continuing program is involvement, and committees provide this opportunity.
3. Committees have value only if their members understand the job to be done, prepare to do it, meet on time, participate fully, and report their best thinking to the entire group.
4. There must be a committee-developed plan of action in terms of organization, schedule, as-

signment, facilities, self-evaluation, and responsibility.

5. Members must know and understand the extent of their authority as well as responsibility.
6. Students need a voice in decisions about activities of their organization. Members need a chance to formulate ideas in small groups with a flexible agenda. The results achieved by committee work are no better than the work done by committee members. The process calls for thoughtful, responsible effort by individuals.
7. Divergent views must be clearly presented and every member given an opportunity to voice an opinion.
8. Each committee member needs a specific assignment. A sense of being an active part of the committee provides incentive.
9. A permissive environment, where each member is encouraged to participate and is allowed full expression, creates a positive, constructive atmosphere. Self-satisfaction is developed from being understood and accepted and is essential to a feeling of well-being. To be able to give and take within a group with a common purpose will help stimulate and motivate accomplishment.

Kinds of Committees

Most organizations have three kinds of committees in operation:

1. Executive Committee:
   This committee coordinates the work of all officers and committees by forming an executive or steering committee to direct the overall plans.
2. Standing Committee:
   This committee usually exists for the duration of a specific term such as the school year. It normally has a continuing task such as membership, finance, program, etc. Generally, this is spelled out in the constitution.
3. Special Committee:
   When there is a specific task to be undertaken or a special need arises, the chairman may appoint a temporary committee to do the job within a time limit. The committee is dismissed when the task is completed.

All committees should be given information concerning their assignments. Usually the secretary keeps a record of the creation of the committee and its assignments as well as its reports. Some organizations use a committee assignment form which includes a format such as this:

Committee Assignment

Assignment: _____

_____

Chairperson: _____

Members: _____

Date Appointed: _____

Specific Instructions: _____

_____

Scope of Authority: _____

Available Resources: _____

_____

When To Report and How: _____

_____

Deadline for Final Report: _____

Committee Plans

If a committee is to function successfully it must have a plan to follow and a structure to see that its task is accomplished. The organization plan shown is effectively utilized by some groups to provide this structure.

Committee Plan

Committee Name: _____

Committee Task: _____

_____

Members: _____

_____

Goal	Objectives	Who Is Responsible	Deadline/Accomplishment

Reporting

Committees are held accountable by the organization and must report to the responsible body when requested or when they have information to share. Most organizations ask that committee reports be submitted in writing to the secretary so they can be included in the minutes. A convenient way to do this is by having the committee prepare a report along the format shown:

Committee Report

Date: _____

Report from: _____ Committee

Committee members: _____

_____

Assignment: _____

_____

Action to be taken: _____

_____

_____

_____

_____

Comments: _____

_____

Respectfully submitted: _____

(Chairman)

Communications and Public Relations

The image of the school is reflected in what its students say and do, and by what people read and hear about them. Furthermore, the strength and effectiveness of an organization depends upon the understanding and support it receives from the public it serves. The communication links that the organization establishes and the relationships that are built with others will in large part determine the success of the organization.

There is a special link between communication and public relations, for it is through communication that public relations occurs. That special way that your organization goes about informing, involving, developing, and creating goodwill among and throughout the school and community it serves is public relations. To illustrate the problem of "miscommunication" read the following case study in communications to see what can happen.

A Case Study in Communications

THE SUPT. ISSUED THE FOLLOWING DIRECTIVE TO HIS ASST. SUPT.:

> Next Thursday at 10:30 a.m., Halley's Comet will appear over this area. This is an event which occurs only once every 75 years. Call the school principals and have them assemble their teachers and classes on their athletic fields and explain this phenomenon to them. If it rains, then cancel the day's observation and have the classes meet in the auditorium to see a film about the comet.

THE ASST. SUPT. TOLD THE PRINCIPALS:

> By order of the supt. of schools, next Thursday at 10:30 a.m., Halley's Comet will appear over your athletic field. If it rains, then cancel the day's classes and report to the auditorium with your teachers and students where you will be shown films, a phenomenal event which occurs only once every 75 years.

THE PRINCIPALS TOLD THE ASST. PRINCIPALS:

> By order of the phenomenal supt. of schools at 10:30 a.m. next Thursday, Halley's Comet will appear in the auditorium. In case of rain over the athletic field the supt. will give another order, something which occurs once every 75 years.

THE ASST. PRINCIPALS TOLD THE TEACHERS:

> Next Thursday at 10:30 a.m., the supt. of schools will appear in our school auditorium with Halley's Comet, something which occurs once every 75 years. If it rains the supt. will cancel the comet and order us all out to our phenomenal athletic field.

THE TEACHERS TOLD THEIR STUDENTS:

> When it rains next Thursday at 10:30 a.m. over the athletic field, the phenomenal 75-year-old supt. of schools will cancel all classes and appear before the whole school in the auditorium accompanied by Bill Haley and the Comets.

Whenever we start to examine a subject as broad and comprehensive as public relations, we should have a common understanding of just what we are talking about. The dictionary defines public relations as "the activities of a corporation or other organization in building and maintaining sound and productive relations with special publics such as customers, employees or stockholders and the public at large, so as to adapt itself to its environment and interpret itself to society."

In the realm of student activities we might say that public relations is building friendly goodwill with students, faculty, administration, and the community. Therefore, it is obvious that with so many publics to please, there is a lot of work in the public relations arena for everyone.

It should be fairly obvious that an organization could not exist without the positive force of public relations. From the moment an organization comes into existence and starts to serve others, this thing called public relations exists—whether we like it or not, or want it. If we disregard the existence of public relations, it could lead to a series of disastrous events which could lead to the elimination of our organization.

Another approach to understanding what public relations is can be symbolized with the algebraic equation: *PR = Performance × Recognition.*

In this formula *performance* is the continuing activity of the organization to build an efficient and dependable work force. The *recognition* part of the formula coincides with the "sound productive relations" in the original definition and must be present if we are to have good public relations. The very finest performance will not create good public relations unless it is interpreted to the public.

In the algebraic equation Performance × Recognition = Public Relations, every member of the organization has the responsibility for the performance part of the equation. The business world has long recognized the importance of a good and sound public relations program. Public relations specialists are hired solely to provide recognition by informing and spreading goodwill.

Equally important in our schools today is the

big business of student activities. Whether these activities and organizations serve a school of 200 or 2,000, their functions are widespread and most essential. Therefore, why not use your own organization and students as public relations specialists?

As you work with your team of public relations specialists, keep in mind:

I. Tools of Effective Communication

A. Student publicity committee
B. School bulletins and bulletin committee
C. Public address announcements committee
D. Newspaper reporters
E. Poster campaigns and committee
F. Regularly scheduled meetings with the principal
G. Projects designed to inform the faculty:
- faculty meeting report
- inform-your-teacher weeks
- weekly interview project
- letter to the teacher project
- invitations to faculty members to work on committees

H. Projects designed to inform the community:
- meet-your-merchant week
- special issues of the newspaper
- school-community day
- special invitations to assemblies, etc.
- neighborhood newspapers
- contact civic groups

I. Projects designed to inform the student body:
- poster campaigns
- open student council meetings
- special issues of council news
- posted minutes
- carefully prepared reports to homerooms
- suggestion box listings and reactions
- direct lines from the student body to the council
- bulletin board usage
- assemblies
- radio and television presentations
- graphs and charts
- questionnaires and surveys
- public address announcements

J. Projects designed to inform other student groups:
- national club week
- charter club membership interviews
- open club membership interviews
- assignment to clubs of special council projects
- inclusion of club presidents as sounding boards

II. Ways and Means of Publicizing and Communicating

- school bulletin boards
- assembly programs
- oral reports and class discussions
- school papers
- daily bulletins or public address system
- neighborhood papers
- radio and television
- pictures and graphic materials
- faculty meetings
- questionnaires and surveys
- minutes – posted and distributed
- student to student

III. Group Relationships

A. The student organization – the student body:
- student leaders must serve as good examples for other students
- projects must be workable and benefit the entire student body
- meetings should be open to all students
- student organization minutes should be posted weekly in an obvious place
- the use of a suggestion box should allow all members of the student body to feel they are a part of the organization
- student polls and surveys should be used
- entire student body should be enlisted in some major projects
- bulletin board should display student organization projects
- a handbook should be published
- school constitution must be publicized
- a student organization newsletter should be distributed to all students
- all projects should be carefully planned before presenting them to the student body
- all activities must be supported equally – athletics, speech, art, music

B. The student organization – administration and faculty:
- keep the administrators and faculty informed on student activities

- send special invitations to administrators and faculty members to attend organization meetings
- give copies of suggested projects to teachers for their recommendations, approval, or disapproval
- encourage students to meet with faculty and administration
- hold some special social event for faculty members
- offer help to new teachers
- develop and maintain a friendly, courteous attitude
- form a courtesy committee
- conduct teacher appreciation day

C. The student organization – community:

- the student organization leaders must take the initiative within the school to cooperate in worthwhile community drives (i.e., United Fund, Junior Red Cross, etc.)
- the organization may conduct special drives to help the community (driver safety, clean-up, safe and sane Halloween)
- the organization should cooperate with the various community groups
- the organization can improve its prestige within the community by developing and advertising a workable student code of conduct
- the organization may work closely with the community on student exchange programs
- the student organization should make its programs known to the community
- the organization might sponsor activities the community may attend

There are a number of good resource materials if your organization wishes to pursue the development of communication skills in depth. *Effective Communication* and *Interpersonal Communication* (Jeffrey Shrank, Argus Communications) include not only written material but audio cassettes as well. Another good source is the book, *Communication and Leadership*, which not only provides a basic understanding of what communication is but also moves into basic skills for the leader and improving communication within the organization. (See Resource Materials.)

To have a successful program for your organization you must have a strong and unified group of students with aims and goals set high. Your program must be fundamentally sound and related to worthwhile educational principles. Communication then is an attempt to provide understanding between your group and the public it serves. As someone once said, "Communication is the oil of all human relations."

Your organization should seek to understand and be understood by the administration, the student body, the faculty, the community, and other student groups. This implies the interchange and sharing of ideas among the persons of these groups and your organization. Kay Baker, of L.D. Bell High School in Hurst, Texas, has developed an eye-catching way to illustrate the purposes and principles of effective communication:

C *Continuous* information must be published. Not just monthly but weekly and perhaps even daily information must be published if needed.

O *Organized* efforts must be shown. You can never hope to organize an effort or function in your school unless you are totally organized.

M *Maintain* a positive approach about your projects and ideas when communicating.

M *Mention* all specific information to inform totally. Too many details may tend to confuse. Be specific.

U *Understand* all details yourself before trying to relate to others.

N *News* must be accurate in publications.

I *Involvement* is the key. There is no rule that says only members of the organization can or should be involved. Involve others and gain their support.

C *Capture* the interest of all in any manner that you can.

A *Adaptability* is important. Organize all efforts, yet be flexible enough to work with any last minute changes that might arise. Be able to relate to everyone.

T *Teamwork* is essential. It takes the whole group working together for success and all members communicating for total coverage.

E *Eliminate* no one or no group from your efforts to inform.

Handling Group Publicity

To be of value, a story must be factual and must be *news*—timely, and of importance or of interest to many persons besides the writer.

The groups that get newspaper publicity have someone in the organization who supplies the newspaper with the news. A publicity writer or committee working with the group's secretary or program chairman will find it helpful to follow publicity release outlines keeping the following suggestions in mind:

Include the Facts:

WHO —Give the full name of the group, not just initials. The initials which mean so much to you may mean nothing to the public—and newspapers are printed for the public.

Names make news interesting—but get them correct. Misspelling names is the cardinal sin of a reporter. If the story is not typed, print names, giving the first and last name. Give two initials if the first name is not given. Identify the person by title or by the name of the company, profession, or organization represented. Identify your group by telling with what larger organization (school, church, social agency, firm, etc.) your group is connected.

WHAT —The unusual is news. A simple announcement of a meeting is not news, but the following items and the details about them, may be good news: program, election, service project, supper, social, outing, speaker, trip, or visit.

WHEN —Give the day and the time. (Be sure that your information is accurate—consult calendar.)

Use dates for events not in the current week. (Some newspapers prefer the dates in all stories because it helps them keep straight the timing of the story if it is held over for a day or two. They cut out the date themselves if it becomes necessary.)

WHERE—Give the facts accurately. Be certain unusual names of locations are clear and correct.

Publicity Release

NEWS REGARDING _____

FOR _____ newspaper

(Day and date preferred to have story printed)

FROM _____ Phone No. _____

(Name of writer)

REPRESENTING _____ of _____

(Name of group, class, or council) (School or organization)

WHO OR WHAT _____

_____

WILL DO (OR DID) _____

_____

WHEN _____

WHERE _____

_____

OTHER DETAILS—such as purpose of meeting, details of program, names of committees or individuals in charge or participating in the program, etc.

_____

_____

_____

Use All Sources of Publicity:

Daily newspapers—they generally have large circulation but can devote limited space to club news.

School newspapers—space is somewhat limited, but the news reaches the students.

Industrial papers—industries are interested in their people who speak to or visit your group, also in the relatives of their employees who may be in the group.

Community newspapers are interested in the things you are doing in that community.

Radio stations may include your news in their sports news, club news, local announcements, etc., especially if the news is timely, unusual, or of interest to a large number of people.

Public address systems and bulletin boards—the material for these should have the same quality as if it were for newspaper or radio use.

Get the News in Early:

Get news to the newspaper at least a full day before it is to be printed. If pictures are to be used, present the material several days in advance. (If the picture is worthwhile, the newspaper may take the picture.) When things happen, get the news to the paper as soon as possible. Sports news has an early deadline.

Miscellaneous Hints:

If possible, typewrite copy—double space it, and use only one side of the paper. If the story is more than one page in length, write *continued* at the bottom of the first page and at the top of the second page. The writer's name and phone number should be given so that the news office can check information or get additional information. Consult your local newspaper about deadlines, when news can be phoned, etc. Your complete cooperation will help you get regular publicity.

Meetings – Parliamentary Procedure

One of the most frustrating experiences for an adviser can be meetings of the activity or organization. There are many skills that are essential for successful meetings. The use of parliamentary procedure provides rules and customs for making decisions, but other things must also be done to ensure a successful meeting. For example, the room must be prepared, an agenda must be available, people must be notified and informed, objectives must be stated, and the group process must be initiated and supported.

Business should be accomplished in an atmosphere of goal selection, mutual respect for the opinions and contributions of members, time schedules, full participation, and a comfortable physical setting. Every meeting must have a purpose acceptable to participants. Members need to know their responsibility and authority as well as their limitation to taking action.

Meetings of a group must be related to the goals of the group, its function and role in the school, plus the appropriate procedures and regulations which apply. Relationships among and between members must be encouraged, strengthened, and utilized in group achievement. Groups must be encouraged to move from data gathering to an examination of alternatives for action to achieve the stated goals and objectives.

The officers and members need training to conduct and participate successfully in meetings. Time set aside for a specialized seminar or workshop to identify and develop meeting skills would be well spent. Other organizations in school are also interested in conducting successful meetings and often an invitation or inquiry will result in cooperative efforts for such a seminar/workshop. Almost every school and community has some resource people familiar with meeting skills and parliamentary procedure who would be more than happy to assist. A sample agenda follows.

Meeting Agenda and Record

Meeting Date: _____ Regular _____ Special _____

Presiding: _____

1. Call to order
2. Roll call
3. Minutes of last meeting
4. Treasurer's report
5. Business carried over from previous meeting (but not covered in coming committee reports):

ITEMS	ACTION TAKEN
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

6. Committee reports and actions on business deferred or assigned from previous meetings:

COMMITTEE-INDIVIDUAL	REPORT – ACTION TAKEN
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

7. New business items and committee reports concerned with these items:

NEW BUSINESS	COMMITTEE REPORTS
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

8. Announcements or other reports which require no action
9. Committees appointed and tasks assigned
10. Program
11. Adjournment

Meetings and Record Keeping

An organization must have well-planned meetings in order to be effective and to accomplish its goals and objectives. It is in meetings that attitudes are created and developed as the members formulate policies, make decisions and discuss ideas. Meetings should be held regularly and scheduled at times when members can participate. Following are some general principles for meetings that you should be cognizant of as you work with your students:

1. All members should be familiar with the constitution and bylaws and the concept of student activities as part of the total school curriculum.
2. Review the purposes, goals, and objectives of the organization and the kinds of activities that may assist in accomplishing them.
3. Be familiar with school policies and administration guidelines regarding student activities.
4. Understand the relationship of your organization to other organizations within and outside the school.
5. Have a basic handbook for all members which includes the above items as well as job descriptions, and to which agendas, minutes, and other special information may be added.
6. Meetings should always follow a business procedure.
7. Meetings should be cooperatively planned with the officers, members, and adviser.
8. Everyone should be given the opportunity to present ideas and views without being put down (even when disagreed with).
9. All members should be notified in advance of meeting dates and times.
10. Anyone who will be expected to make a presentation, give a report, etc., should be informed in order to be well-prepared and ready for discussion.
11. An agenda should be prepared with the adviser and officers and given to each member prior to the meeting.
12. An adequate meeting room should be available (a room designated for the organization is best) with seating, good lighting, and room for storage of records and materials.

The development of a meeting agenda and record can be one of the best management techniques for making meetings run smoothly and efficiently.

Good record keeping and preservation is also essential to clarify action taken and also as a valuable resource for future officers and members. Other records that are necessary are the secretary's minutes and treasurer's accounting forms. On the following pages are some sample forms for the secretary and the treasurer.

Secretary's Worksheet

MEETING OF _____

DATE _____ TIME _____ PLACE _____

PRESIDING OFFICER _____

MEMBERS PRESENT _____ ABSENT _____

MINUTES OF PREVIOUS MEETING _____
(state if accepted, corrected, etc.)

TREASURER'S REPORT _____
(amount reported and disposition of report)

BUSINESS CARRIED OVER

Item _____ Presented by _____

Action _____

Maker of motion _____ Seconded by _____

Vote: _____ For _____ Against

COMMITTEE REPORTS (and actions taken as a result of these reports on deferred assigned business)

1. Report of committee on _____

   Presented by _____ written report _____ verbal _____

   Recommendations or motion _____

   Maker of motion _____ seconded _____ Vote _____ for _____ against

2. Report of committee on _____

   Presented by _____ written report _____ verbal _____

   Recommendations or motion _____

   Maker of motion _____ seconded _____ Vote _____ for _____ against

NEW BUSINESS (for each item record action taken, if referred to committee, and names of committee members)

1. Item _____ Presented by _____

   How handled? _____

2. Item _____ Presented by _____

   How handled? _____

ANNOUNCEMENTS OR OTHER REPORTS (those requiring no action – attach copies of these to minutes)

1. _____

   reported by _____

2. _____

   reported by _____

3. _____

   reported by _____

NEW COMMITTEES APPOINTED (include task assigned)

1. _____

   Members: _____

   Task assigned _____

   Date report due _____

2. _____

   Members: _____

   Task assigned _____

   Date report due _____

SUMMARY OF PROGRAM _____

_____

GUESTS PRESENT _____

ADJOURNMENT _____
(time of adjournment and how)

_____
(signature of secretary)

NOTE: Collect a copy of all reports given and attach them to minutes. Check with absentees. Type up a summary for members, adviser, and administration.

Sample Form for Treasurer To Report Financial Information

STATEMENT OF ACCOUNTS

Month _____ Year _____ Amount Budgeted _____

Account	Expenditures Month to Date		Receipts Month to Date		Balance

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Treasurer's
Sample Ledger Sheet

Account _____ # _____ Amount Budgeted _____

Date	Transaction	Amount		Running Balance
		Received	Expended	

Authorization for Expenditure

Organization Name

_____

Date _____

Person(s) Making Request _____

_____

_____

Purpose of Expenditure _____

_____

Item(s) To Be Purchased	Quantity	Amount

Authorization

President _____ _____
date

Treasurer _____ _____
date

To be charged to _____ account

Adviser _____ _____
date

Please attach sales slip(s) to this form and return to the treasurer.

Sample Receipt

_____ Date _____

Received From _____

_____

Amount _____

For _____

Account _____ _____
Signed

Parliamentary Procedure

The use of parliamentary procedure is one of the best group methods for making decisions, conducting business, and securing action on proposals. It provides a set of rules for an orderly and systematic method of conducting business and discussions, serves as a means by which the will of the majority may be determined in an orderly manner, ensures reasonably prompt and efficient action by registering one decision at a time by the group, serves as a guide in developing democratic leaders, and has principles flexible enough to serve the needs of all types of groups.

Robert's Rules of Order is usually prescribed as the guidebook authority. There are usually resource persons and materials available within the school to help train your members in its use. Check with the Future Farmers of America adviser, Future Business Leaders adviser and the speech department; they usually have resource materials and expertise. A good information source on parliamentary procedure is the pamphlet, *Parliamentary Procedure Without Stress* (See Resource Materials). Reference charts for handling motions and special purpose motions to assist you in your meetings follow.

Reference Chart for Special Purpose Motions

Motion	second needed	amendable	debatable	vote required	interrupt speaker
Fix time of next meeting	yes	yes	no	1/2	no
Adjourn	yes	no	no	1/2	no
Recess	no	yes	no	1/2	no
Question of privilege	yes	no	no	ch.	yes
Orders of the day	yes	no	no	ch.	yes
Lay on the table	yes	no	no	1/2	no
Previous question	yes	no	no	2/3	no
Limit debate	yes	yes	no	2/3	no
Postpone to a certain time	yes	yes	yes	1/2	no
Refer to a committee	yes	yes	yes	1/2	no
Committee of the whole	yes	yes	yes	1/2	no
Amend	yes	yes	*	1/2	no
Postpone indefinitely	yes	no	yes	1/2	no
Main motion	yes	yes	yes	1/2	no
Take from table	yes	no	no	1/2	no
Reconsider	yes	no	*	1/2	yes
Rescind	yes	yes	yes	2/3	no
Make special order of business	yes	yes	yes	2/3	no
Appeal from decision of chair	yes	no	*	1/2	yes
Suspend the rules	yes	no	no	2/3	no
Object to consideration	no	no	no	ch.	yes
Parliamentary inquiry	no	no	no	ch.	yes
Withdraw a motion	no	no	no	1/2	no
Division	no	no	no	1/2	yes
Request for information	no	no	no	ch.	yes
Point of order	no	no	no	ch.	yes

* – Debatable when motion to which it applies is debatable.

ch. – The chairman can make the decision, but a majority vote is required if appealed.

CHART FOR HANDLING MOTIONS – I

TYPES OF MOTIONS	INTERRUPT SPEAKER	SECOND REQUIRED	DEBAT-ABLE	AMEND-ABLE	VOTE NEEDED	RECON-SIDER	REMARKS	EXAMPLE
MAIN MOTION	NO	YES	YES	YES	MAJ.	YES	Introduces business or states a proposal for group action.	I move that the club sponsor a dance Friday, November 7.
SUBSIDIARY[1] MOTIONS Postpone indefinitely	NO	YES	YES	NO	MAJ.	YES[2] or NO	Used to test the strength of the main motion. If the motion carries, the main motion is lost.	I move the matter be postponed indefinitely.
Amend motion or substitute motion	NO	YES	YES	YES	MAJ.	YES	Ways to amend: insert, add to, strike out, or strike out and insert. Substitute motion replaces main motion if passed.	I move to amend the motion by striking out the words, "Friday, Nov. 7" and inserting the words, "Saturday, Nov. 22;" or, I move the substitute motion, namely, that the dance be on the "22nd of November."
Amend amendment	NO	YES	YES	NO	MAJ.	YES	Pertains only to the part that has been included in amendment.	I move to amend the amendment by striking out the words "Saturday, Nov. 22" and inserting the words, "Oct. 25."
Refer to committee	NO	YES	YES	YES	MAJ.	YES[3]	May be assigned to a standing committee or to a committee to be appointed or elected with instructions to investigate, recommend, or take action.	I move that we refer this matter to the social committee.
Postpone to a definite time	NO	YES	YES	YES	MAJ.	YES	Purpose is to delay action to some specific time.	I move to postpone action on this matter until our next meeting.
Limit debate previous question	NO NO	YES YES	NO NO	YES NO	2/3 2/3	YES NO	Applies to main motions only, except when others are specified. Purpose is to limit or stop debate.	I move the previous question, namely, the main motion.
Table	NO	YES	NO	NO	MAJ.	NO	Purpose is to postpone for more pressing business until later in the meeting or until next meeting. See: To Take from Table	I move to table the motion.
PRIVILEGED MOTIONS[4] Orders of the day Refer to the agenda	YES	NO	NO	NO	MAJ.	NO	Demand conforming to agenda.	I call for the orders of the day; or, I move that we consider the topic on the agenda, namely . . . .
Question of privilege	YES	NO	NO	NO	CHRMN.	NO	Purpose is to bring up an urgent matter on rights of members, i.e., noise, disturbance, etc.	I rise to a question of personal privilege.
Recess	NO[5]	YES	NO	YES	MAJ.	NO	Intermission as for meals, counting ballots, etc.	I move we have a 10 minute recess to count the ballots.
Adjourn	NO[5]	YES	NO	NO	MAJ.	NO	Purpose is to terminate the meeting.	I move we adjourn.

1. Subsidiary motions change in some way the main motion. They have precedence in the order in which they are listed. The further down the list, the higher the priority.
2. Yes, if positive. Negative vote cannot be reconsidered.
3. Motion to refer to a committee can be reconsidered only before committee has begun consideration of the question.
4. Privileged motions have precedence over main motions. The further down the list, the higher the priority.
5. May interrupt in an emergency. Privileged when other business is before the house; otherwise, treat as a main motion.

CHART FOR HANDLING MOTIONS – II

TYPES OF MOTIONS	INTERRUPT SPEAKER	SECOND REQUIRED	DEBAT-ABLE	AMEND-ABLE	VOTE NEEDED	RECON-SIDER	REMARKS	EXAMPLE
INCIDENTAL MOTIONS[6] To rise to a point of order	YES	NO	NO	NO	CHRMN.	NO	This means that the person feels that there has been a breach of parliamentary rules or decorum.	I rise to a point of order. (state point) I believe that it is not within school policy to hold school-sponsored dances outside of the Village of Chagrin Falls.
To appeal from the decision of the chair	YES	YES	YES	NO	MAJ.	YES	Must be made immediately. Used when it is thought that the chair has made an incorrect decision.	I appeal from the decision of the chair. (State appeal.)
To suspend a rule	NO	YES	NO	NO	2/3	NO	An agreement to temporarily change the order of business. If there is no objection, the chairman may call for a vote.	I move to suspend the rules in order to allow the speaker his full thirty minutes.
Object to consideration of motion	YES	NO	NO	NO	2/3 NEG.	NO	Applies to main motion only, and must be made before any debate.	I object to the consideration of this motion.
Division of house	YES	NO	NO	NO	CHRMN.	NO	Verifies by hand, standing, or roll call vote the decision of the chair.	I call for a division of the house.
Parliamentary inquiry information	YES	NO	NO	NO	CHRMN.	NO	An inquiry or request is addressed to the chair, but if permission is granted may be addressed to other members of the group.	I rise to a parliamentary inquiry, or, I rise for information (state question); or, May I have the chair's permission to ask a question? (State the question)
Withdraw motion	NO	NO	NO	NO	CHRMN.	NO	A withdrawal of a motion is made by member making motion before discussion or with general consent before the vote.	I request permission to withdraw my motion, namely . . (state the motion).
To close nominations	NO	YES	NO	YES	2/3	NO	The chairman may close nominations without a vote after giving the group the opportunity to make more nominations.	I move the nominations cease.
UNCLASSIFIED MOTIONS[7] To take from table	NO	YES	NO	NO	MAJ.	NO	The purpose is to bring up for debate motions which have been tabled earlier.[8]	I move the motion, namely (state motion), be taken from the table.
To reconsider	YES	YES	YES[9]	NO	MAJ.	NO	Motion to reconsider may be made only by a person who voted on the prevailing side. Must be made during meeting or at next meeting.	I voted with the prevailing side of the motion which (state motion), and move to reconsider the action taken; or, move to have the matter reconsidered at the next meeting.
To rescind or repeal	NO	YES	YES	YES	2/3 (unless previous notice is given)	YES	The purpose is to rescind or repeal previous action. May be done with majority vote if prior notice is given.	I move that we rescind the motion (state motion), which was passed at the meeting of (date)

6. Incidental motions have equal rank. They have no precedence or priority except to those motions to which they apply.
7. Unclassified motions cannot be made if any other motion is pending. They concern action which has been taken or deferred.
8. Must be made during the meeting or at the next meeting.
9. When motion is debatable.

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Projects

Effective and successful organizations don't just happen. For an organization to be successful and effective, it must be engaged in purposeful activities. The organization will have very little impact or influence unless it is doing something meaningful. I do not mean merely an organization that is simply "busy" but one that is accomplishing worthwhile goals and contributing to the total education and development of the students. An organization's success or failure is often dependent to a degree upon the outcomes of its various projects. This is what the students, faculty, administration, and the community often use as criteria to evaluate an organization. Guiding students as they work on projects designed to meet the general and specific goals of both the school and the organization is an important function of the adviser.

Much planning, work, and effort must go into each project. Projects should grow out of the specific purposes and goals of the organization and from genuine student interests, needs, and concerns. Projects should achieve the organization's purposes and be based on predetermined goals.

The projects should be within the ability and comprehension of the organization's members. Projects should be planned according to interests of a large number of the students. Students need to feel that they are doing something important and that the success of the project depends upon them. Generally speaking, projects should be success oriented—the time span should be short enough so that students can see the results. Interest and motivation are often lost because the project simply takes too long to see any results.

All organizations seem to have a common goal of raising money and the typical way of doing so is some type of project. As adviser, you need to ask your students why the money is needed. Before discussing money-making projects, the various activities that require money to conduct them should be identified. Only after a needs assessment do you plan specific projects to raise money. With a taxpayer revolt becoming more prevalent throughout the country, it is necessary to have a good reason to engage in money-making activities. Most school patrons feel that they are paying enough for school support. To sell them magazines, candy, pencils, notebooks, etc., without a clearly defined purpose and need invites almost certain disaster and criticism.

Many organizations are moving away from self-fulfilling projects to focus instead on service-oriented projects and community involvement. Projects may be selected to serve individual members of the organization, student body members, teachers, clubs, causes of all kinds, or the school as a whole. Support and willingness to report positively on the success of the project is in direct relationship to the amount of personal commitment-time-energy invested in the project. Schools cannot survive without community participation and support. School organizations must design ways to involve the entire community in all its dimensions, and at the same time to keep leading and building toward the achievement of the selected goals.

Young people like a challenge, so challenge them. They need opportunities to use their imagination, their talents, and their ingenuity. Time must be provided for project completion. Deadlines should be set and adhered to. Supervision, help, support, and interest must be provided by the faculty and the adviser. And of course, the principal must give his blessing and backing.

Criteria for Student Projects and Activities

Following are some general criteria that should be carefully considered when an organization is identifying possible projects and activities. Generally speaking, projects should:

- contribute to the educational growth of the students.
- enable a majority, if not all, of the students to participate or receive benefit.
- encourage initiative, originality, creativity, and responsibility.
- grow out of and meet students' interests, genuine needs, and concerns.
- be practical both as to purpose and outcome in the eyes of the students.
- grow out of local school concerns and needs which are studied objectively.
- satisfy a need in the school or community.
- enlarge students' horizons and widen their interests. Projects never end but lead to further interests.
- be of moderate size so that the organization can complete them within a short period of time or within one school year at the most.
- contribute to the growth of the students—emotionally, socially, and educationally.
- help the organization achieve the goals and objectives it wants to attain.
- develop cooperation and better understand-

ing between students, faculty, staff, administrators, and the community.

- be within the ability of the group and willingly undertaken by the members.
- be in accordance with local school guidelines and the law.

Many organizations use the above criteria or similar criteria to check all proposed projects to see that they are valid and legitimate to conduct.

Types of Projects

There are of course many different types or kinds of projects that successful organizations engage in. Listed below are some of the typical student activities projects.

School assemblies—any project or activity sponsored by the student council that results in an assembly program. Examples: Explanation of workshop, educational significance of student council, orientation for new students, patriotic assembly, election campaign, installation ceremony, music (band or chorus), special occasion.

Athletics—any project or activity sponsored by the student council that results in promoting intramural or interschool physical education programs. (Gives non-athletes a chance to participate. They may like to play even though they are not stars.)

Citizenship—any project or activity designed as a long-range program to develop good citizens in a democracy. (Do not include here projects designed to improve student council or discipline).

Conduct and discipline—a project designed to bring about an improvement in the present conduct and attitude of students. Examples: Traffic in parking lot, conduct in halls, assembly conduct, smoking, undue familiarity around school.

Curriculum—a project designed to give students a share in the evaluation of present offerings or the development of new curricula. Examples: Ideas for new courses, help on testing programs, counseling and guidance suggestions.

General welfare—a project designed to improve the general welfare of the school. Example: student insurance plan.

Health and safety—a project designed to bring about better health and safety habits of students. Examples: Information concerning hazards, routing stairway traffic, fire drills.

Human relations—a project designed to bring about better understanding and relationships between individuals in the school or community. Examples: Christmas baskets to poor, work with those who have poor grades.

International understanding—a project designed to bring about better understanding among the countries of the world. Examples: Exchange programs, pen pals, Peace Corps, "building a school" project, adopted child plan.

Interschool relations—a project designed to bring about better cooperation and understanding between schools. Example: District or area council to exchange ideas, visit other councils and have visitors, improve sportsmanship between schools.

Orientation—a project designed to acquaint student council members, new students, and faculty with the history, organization, policies, and activities of the school or of the student council. Example: Do something for new students.

Publications—a project designed to bring about better understanding through publicity of the functions of the student council. Examples: Summary of minutes, handbook, summary of accomplishments, voter's guide, monthly activity calendar.

Scholarships—a project designed to improve the scholarship of the students. Examples: Honor roll, honor study halls, honor codes, honors presentation assembly.

School-community relations—a project designed to promote better understanding between the community and the school. Examples: Fun without vandalism for Halloween, visit hospitals, have a community workday.

Fund raising for school purposes—a project to help raise funds for benefit of student body. (Do not raise money for things needed by the school—desks, textbooks, drinking fountains, etc.) Examples: Activity tickets, magazine sales.

Service projects—primarily of service to the school, community groups, or individuals. Examples: Polish trophies, buy trophies, paint refreshment stand, keep bulletin boards neat and interesting, have a directory of the week's activities.

Social and recreational—project designed to provide social and recreational opportunities for students and teachers. Examples: Homecoming, yearbook signing dance, mixer dance at beginning of school.

Student council financing—projects designed to help the student council meet its budget requirements. Example: Questionnaires.

Student council evaluation—projects designed to evaluate the student council program. Example: Opinionnaires.

Welfare fund raising—projects designed to raise funds by helping in community drives. Examples: Red Cross, March of Dimes, etc.

Other—any other projects not covered above. Examples: Alumni-sponsored activities, student-faculty participation events.

Help People in the Community Become Acquainted • Father-Daughter Night • All-Day Leadership Conference • Feature Film • Voter Awareness Campaign • Game Room • Begin a Student Leaders Class • Door Decorations Competition • Student of the Week • Talent Show • Who Did It? Recognize people who make things work • Tricycle Race • Senior Project • Dress Down Day • Mini Course or Seminar Days • Mix and Match Day • Liaison with Faculty • Spirit Pick-Up Day • Spirit Week • Frisbee Contest • Crazy Hat Day • Bike Hike & Picnic • Raise Money for Scholarships • Clothing Drive • Hold A Bloodmobile • Students on City Council • Collect Books and Magazines for Orphanage-Hospital or Sr. Citizens Home • Bike Trail • Help with Head Start Program • Awards Assemblies • Spirit Awards Banner • Columns in School and Local Papers • Faculty-Administration Breakfast • Rock-A-Thon for Charity • Hall Guides • Set up a Speakers Bureau • Honor Roll Party • Kans for Kids Day • Hospitality Committee • Collect Bottles & Cans • School Action Plan • Support a Foreign Child • Student Exchange Day • Adopt a Foster Child • Student-Faculty Tea • Muscular Dystrophy Drive • Teacher Appreciation Day • Toys for Tots • Change of Pace Day • Walk for Mankind • Spelling Bee • Visits to Nursing or Senior Citizen Homes • Turn About Day • Senior Citizen Party • Brain Bowl • Sponsor College Night • American Education Week • Publish Student Directory or Handbook • Kite Flying Contest • Organize Orientation Day • Christmas Gifts for the Mentally Retarded • Bike Rack • Thanksgiving Baskets • Carnival • Easter Egg Coloring Contest • Fifties Week • Valentine's Dance or King & Queen of Hearts • Service to Shut-Ins

Fund-Raising Projects

Car Wash • Student Faculty Games • Apple Day • Flea Market or Antique Sale • Booster Buttons–T Shirts–Sweatshirts–Decals • Beautiful Teacher Baby Contest • Gym Bag Sales • Sales of All Kinds • School Mug Sales • Dog Wash • Lollipop Day • Powder Puff Games • School Store • Trading Stamps • Val-O-Grams • Carnation Sales • Cutest Legs • Battle of the Bands • Carnival-Raffle • Juke Box in Cafeteria or Lounge • I Hate Boys–I Hate Girls Day • Mr. & Miss Irresistible Day • Sweetest Smile Contest • Recreation Nights–Open Gym • Pop Bottle or Aluminum Can Drive • Secret Admirer's Day

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Within each of the types of projects there are many specific examples that could be listed. Almost all schools or organizations can assist you in identifying various projects to be utilized by student groups. Your state student council organization as well as the National Association of Student Councils are good sources for project ideas.

One of the best and most extensive compilations of various projects is the *Project Booklet* published by the North Carolina Association of Student Councils. It contains more than 290 different project ideas ranging from service to fund-raising activities. Some examples from that booklet appear above.

Project Planning

Kay Baker, L.D. Bell High School, Hurst, Texas, has developed what she calls the *11 W's of Project Planning* that succinctly state the necessary questions to be considered for project planning. They are:

1. What are you planning to do?
2. Why do you want to do this project?
3. When and where will the activities or events take place?
4. Who will benefit from the project?
5. Who needs to approve the project?
6. When will the basic planning be done? (time line)
7. What funds are needed? When will the money be needed? Who will arrange for getting the money?
8. What kind of publicity is needed? When is it needed?
9. What committees are necessary? List committees, task, chairman and deadlines.
10. Who deserves special thank yous? Who will write the thank-you notes and when will it be done?
11. Was the project worthwhile? How do you know? What changes are needed?

Project Evaluation

As in anything an organization undertakes, evaluation is necessary. So often students get caught up in the project activity that they forget to follow-up and evaluate. The obvious evaluation is the subjective one whereby everyone has a "gut-level" feeling that it was successful. However, we need to go beyond this level and get some type of feedback evaluation that can be recorded for future members and organizations. If we really learn by doing, then evaluation becomes a learning process whereby the students have an opportunity to look objectively at the project and make suggestions for future activities or similar projects.

A rather simple way to look at projects is to develop an evaluation sheet similar to the one that follows. Each member of the organization can rate the specific activity with this form very quickly so that it can be compiled with a numerical score.

If we believe that student activities have a place in American education, we ought to know which activities exist, and why. We ought to reevaluate purposes, methods, and format constantly. We must fully extend our desire to "involve" students.

Project Activity Rating Sheet

Criteria	Project	Project	Project
Educational growth?			
Encourages participation?			
Initiative, originality?			
Meets students' needs, interests?			
Practical in purpose and outcomes?			
Grew out of local needs, concerns?			
Satisfies need of school-community?			
Enlarges students' horizons?			
Moderate size, completed with interest?			
Emotional-social-educational growth?			
Helped achieve goals-objectives?			
Develops cooperation and understanding?			
Within ability of the group?			
In accordance with rules and laws?			
Good public relations?			
Develop responsibility?			

TOTAL SCORE:

Instructions: Rate each project on a scale of 1-10, with 10 being high for each criterion. Put the score for each activity in the space beside the criteria.

Problem Solving - Decision Making

As an adviser, you may find it helpful to develop with students in your organization a model for solving problems and making decisions.

A "nitty gritty" problem-solving model developed at the University of Nebraska by the author and Peter Wirtz has been used successfully with student activities. This model consists of seven sequential steps:

1. Identify the problem.
2. Analyze the problem.
3. Generate multiple solutions.
4. Design plans for action.
5. Forecast consequences of intended actions.
6. Take action.
7. Evaluate action taken.

A complete description of the model and a suggested format follow. The model can be modified to fit an individual situation.

Problem-Solving Model

1. *Identifying the Problem*

   Defining a workable problem is one of the most difficult stages of the sequence. This step keys the action of each succeeding step. Try to generate a number of problem statements. Describe a number of problems as concretely as possible. Mention actual people, places, events, and resources. Elicit as many statements of problems as people are willing to give. Write the statements where everyone can see them; e.g., chalkboard, overhead, or sheet of newsprint hung on the wall. Avoid arguing about whether a problem is perfectly stated or about how to solve it.

   Refine the problem statements. Restate each problem so that it describes the situation as it is now, and the target that is not being reached (the ideal). Reduce the number of statements to as few as possible. Put aside those problems that have unrealistic objectives. Choose one problem that has the group's top priority and work until the group has agreed that the problem is important and solvable.

2. *Analyzing the Problem*

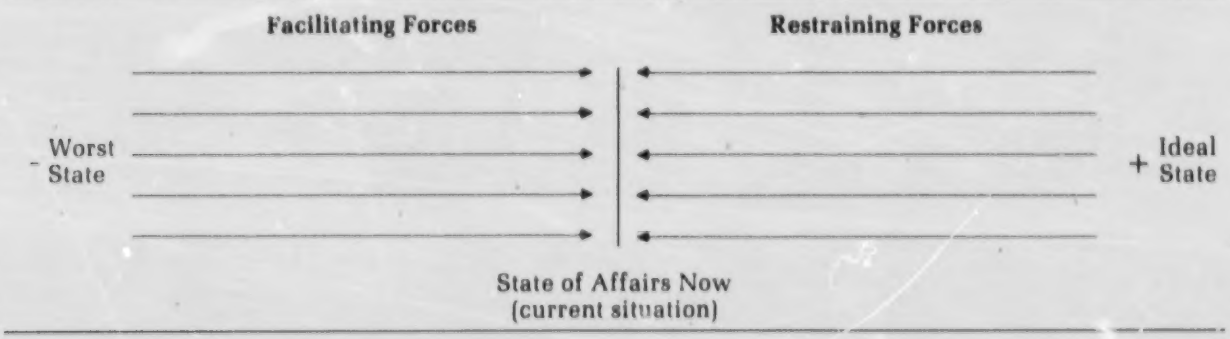
   Think of the target toward which you are striving as being at the right hand side of the figure. The position of the target is represented by the + sign and is called the ideal state. The vertical line in the middle of the page represents the current state of affairs.

   There are forces that *restrain* change and also forces that *facilitate* change.

   Using the figure to complete a force-field analysis is the task of step two in the model. The following points are guides for this phase:

   - Produce lists of forces. Avoid arguing about the forces at this time. Suspend critical judgment and let your mind expand by understanding the view of others. Create an accepting, inventive mood in your group in contrast to a fighting, competitive mood. Think of the present state of affairs as being held stationary by two sets of opposing forces and try to list all the *facilitating forces*. Your list of forces should include a variety of factors.

     Now list all the *restraining forces*. If a force seems to be a complex of multiple separate obstacles, each element should be listed separately. Check on whether the group feels it has a very good understanding of the problem. If not, check with someone outside of the group. Get help in listing additional forces that are hindrances. (The adviser can play a facilitating role here.)



- Rank the restraining forces. Agree on those (perhaps three to six) that you think are most important. Rate the important forces for their solvability. Circle them. Avoid the pitfall of arguing about unsolvable items or about opinions before you have sufficient data. If you have doubts, collect data from others outside the group who have information regarding the problem.

3. *Generating Multiple Solutions*

This stage is a time to be creative and have fun. After reviewing a list of restraining and facilitating forces the group determines which intervention strategies would change the equilibrium (balance of forces) of the problem. They can do this by adding new facilitating forces or reducing or eliminating the restraining forces. Usually, change is more effectively accomplished by eliminating the restraining forces. Adding a new facilitating force may result in a counter-drive in the restraining forces. In any situation requiring a decision, the group or individual must decide what facilitating and restraining forces are more important and which ones lend themselves to being effected constructively.

Take each restraining force in turn and think of ways to reduce its strength. Use the following suggestions for increasing your own creativity.

- Have lots of newsprint on the wall. Appoint a recorder who can hear well and write fast. If you are really ready, appoint two recorders.
- Brainstorm ideas for elimination of the first restraint. Be wild! Pool your wildness! Wipe away critical judgment. Don't say no in any way to any idea. Proceed to the next force and give it the same treatment.

4. *Planning for Action*

Once all possible solutions have been generated, the group should use critical judgment and build concrete plans for action. The following points are helpful in developing your plan:

- Choose the brainstormed ideas that seem best.
- Decide what group or groups of persons should expedite them.
- List the materials and other resources which are needed.
- Put the ideas and actions into a time sequence.
- Plan to begin the sequence as soon as possible.
- Estimate specific dates for the actions to occur.
- Make plans for commencing the action sequence.
- Also make plans to evaluate periodically the effectiveness of the actions as they are being implemented.
- Be prepared to revise the plans as the sequence unfolds.

5. *Forecasting Consequences of Intended Actions*

Many fine ideas resulting from such sessions have vanished, never to reappear. There are many ways to anticipate barriers to action plans. Use them.

- Weight the probabilities for success against the labor required for implementation and completion.
- Try to imagine all the possible things that might go wrong.
- Simulate the actions of others by asking some friends to role-play persons who will be affected by the planned actions and so give you feedback about their reactions.
- Go directly to the people who will be affected and involve them in critiquing the plans.
- Remember to anticipate barriers from environmental sources.

6. *Taking Action*

Do not delay taking the first action step. Since most of the forces affecting the problem are in a state of change, the analysis and plans for solutions may not be appropriate for very long. Remember that problem solving is tentative and continuous. Have the courage to be imperfect.

7. *Evaluating Actions*

Premature evaluation can inhibit effective planning, but failure to evaluate the effects of actions in process can be disastrous. Planners should establish criteria for the effectiveness of their actions and review their progress as each action step occurs. Criteria may include such things as time, costs, undesirable side effects, valuable by-products, risks, support, and acceptability. In addition, look for changes in the focus of the problem.

The following "Nitty Gritty" Problem-Solving Format can be utilized by your organization to attach a problem or arrive at a solution. It can be reproduced for each member of the group so each can be actively involved in every step of the plan.

"Nitty Gritty" Problem-Solving Format

STEP 1: These are the concerns faced by our organization at school this year.

Samples:

School spirit is down.
Students don't care.
We have no money.
We have too much to do.
Nobody comes to meetings.
We are an administrative rubber stamp.
Communication is impossible.

In my own words, here are the problems which are most relevant and significant in our school

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Now share these concerns or problems with other members of your organization.

STEP 2: After sharing and discussing the concerns with others, we believe this is the most important problem that we need to develop a plan-of-action for solving. The specific concern is (write it out as a question)

_____
_____
_____

Examples:

Which projects do we do first?
How do we get organized to get things done?
How can we get greater involvement?
How can we wipe out vandalism?

STEP 3: Now that you have selected a concern or problem, take a few minutes to consider what you already know about the situation. Answer the following questions in as much detail as necessary. (You might even use another sheet of paper if it seems helpful.)

1. How did this problem come about? What is its history?
2. What persons or groups of people are part of the problem and how are they related to it?
3. What are some of the symptoms of this particular problem?
4. When did I and other students first become aware of this problem? What caused us to become aware of it?
5. What are the real causes of the problem? Can any of these be minimized? How?

6. What other people or groups of people recognize that this problem is important? How do they view it?
7. What persons or groups of people *do not* consider this to be an important problem?
8. What people or groups of people are most likely to be effective in solving this problem? How?
9. What has been tried in the recent past to solve this problem? Who tried it? What worked? What failed? What needs to be done?
10. Who should be contacted and in what order of priority?

STEP 4: Describe the situation as it is now in your estimation

_____

_____

_____

_____

_____

Describe the situation as you would like it to be (the ideal)

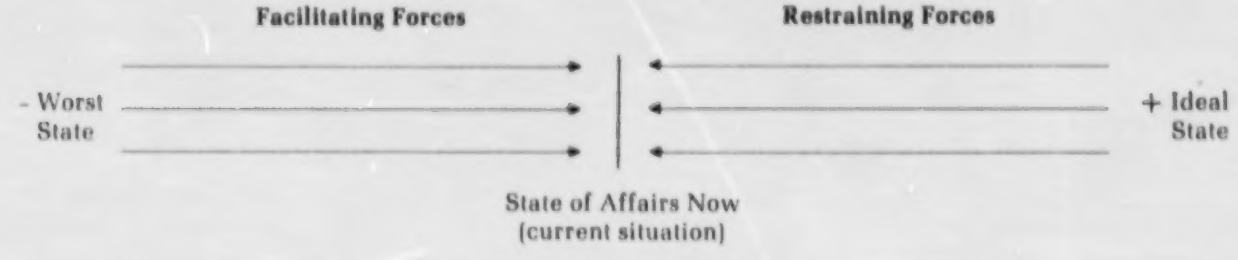
_____

_____

_____

_____

STEP 5: Using the following chart as a guide, think of the "ideal" toward which you are striving as being at the right hand side of the chart. The position of the ideal is represented by the + sign. The vertical line in the middle represents the *current state of affairs*.



STEP 6: Identification of facilitating and restraining forces.

Most problem situations can be understood in terms of the forces which push toward improvement and the forces which resist improvement and maintain the problem or concern. For example, some forces help to reduce arguments between students and faculty, such as respecting the teacher or doing and handing in assignments on time. These could be called *facilitating forces*. Other forces tend to increase arguments, such as struggles over power and disagreement with the other clubs or activities on the school calendar. Such forces are called *restraining forces*.

List the facilitating and restraining forces affecting your problem below. Be sure to list as many as you can, not worrying about how important each is.

	Facilitating Forces	Restraining Forces
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(use additional paper if necessary)

STEP 7: Selecting facilitating and restraining forces.

After reviewing the list, circle those forces which are most crucial to meeting the ideal situation for your concern. There may be one that stands out or there may be several.

STEP 8: As a group, identify information, resources, ideas, which will be helpful in dealing with the facilitating and restraining forces you circled. List below any ideas, resources, procedures, techniques, strategies, etc.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

STEP 9: Now that you have identified the problem, analyzed it, and dealt with facilitating and restraining forces, it is time to develop a step-by-step plan to resolve the problem.

On the following page is our step-by-step method of attack to deal with our problem/concern. We realize that unless step one is completed, step two cannot occur, etc.

Action Steps	*Deadlines*	*Resources*	*People To Involve*

STEP 10: As a result of the plan for action, the following expected outcomes are predicted:

STEP 11: The criteria for evaluation of success in solving this problem are:

Group Process

An adviser works with students as individuals. You must remember however, an organization is a group of individuals working together toward a common goal. You need to be cognizant of the "group process" as it is commonly called, and the dynamics of this process. This is the opportunity for leadership to develop because the functioning of a group will inevitably involve principles of leadership.

If you are to work effectively as the adviser of a group, you must have an understanding of the group process and its importance for your organizational growth as well as the personal development of its members.

The success of a group is much more than the mere attainment of its stated goals. Frequently, the *process* of attaining the goals—the personal growth, the development of values and attitudes, the idea of teamwork, and the respect gained for others—may be more significant to the participants than the goal attainment itself. Learning how to work with individuals in a group setting for the achievement of a commonly agreed upon goal is one way an individual can function as a member of society and at the same time satisfy personal interests and needs.

What Makes a Group?

A group consists of people with a common purpose. Group dynamics is the manner in which individuals in the group work toward attainment of the common goal. This process also is related to the personal growth of the individual members of the group.

In *Group Dynamics for Student Activities* (see Resource Materials), Robinson identified four equally important elements that must be present in some degree for a stable group and must be present to a great degree for an effective group. The four requirements follow:

1. There must be a *common purpose* or goal. This is what motivates a group, and only when goals are known and understood by members will efforts be directed toward their achievement.
2. There must be *leadership* and organization so that the group can accomplish its purpose. The group must be structured so that responsibilities are shared by the members. Members' roles must be sufficiently differentiated and understood so that each member is an important part of the group.
3. There must be *communication* and interaction with other members of the group. This is the process that brings members together and provides for the flow and exchange of ideas. Members must be open and trusting with one another.
4. There must be a climate of *acceptance* that prevails in the group. Every member must accept every other person in the group. In an effective group, there is a feeling of security and trust.

The adviser must not fall into the trap of assuming *that not all* of the above requirements must be present. Sometimes people feel that if the goals and purposes are clear and well-established, and if there is some type of structure, success is guaranteed. However, unless members accept each other and are able to communicate effectively, in all probability they will not be part of an effective organization.

Becoming a Group

According to Robinson, there are four significant development phases necessary for a functioning group. This process will occur in differing rates according to the individual members of the group and how they function together. Robinson calls these phases the four "G's." They are:

1. *Groping*: This stage centers around each individual's self-concern. Everyone is trying to find a place in the group. What am I going to do? What do others think of me? Does that person over there like me? Most of the conversation is confined to what is "safe." Some don't talk at all but watch and listen to see what is happening.
2. *Griping*: After the individual-centered groping behavior, members begin to feel some discomfort. People are beginning to respond to messages they receive from others and in some cases power struggles begin for control of leadership positions. Tension builds and frustration and discouragement deepen. The question is: "Who's going to run this group?" and the answer might be, "Not him," or "Not her, if I can help it!"
3. *Grasping*: Individuals concerned with the group's purposes and survival begin to bring under control the "I-centered" members who dominated the previous two stages. They are the harmonizers who try to bring the group

together by compromise. They begin to reach some common agreement concerning tasks and goals. The idea of a group is starting to jell and efforts are made toward reducing frustration and conflict; some organization is starting to develop.

4. *Grouping:* Members develop a sense of working together toward a common purpose or goal. They develop a feeling of "togetherness" and respect and trust are fostered by members of the group.

It is important for an adviser not only to be aware of the four developmental stages of a group but also to remember that each time the composition of the group changes the group will again go through some stages of the development process. When a newcomer joins the group or when someone leaves the group there is a response to the change. Groups also change by reacting to internal forces (those within the group) and external forces (those outside the group).

Groups vary and characteristics of any group depend largely upon the individuals who are members of the group. However, there are some characteristics that tend to remain in varying degrees over a period of time even though membership changes. Here are some common characteristics of an effective group that can be observed and studied:

1. A well-defined sense of purpose; goals that are mutually agreed upon and understood; and flexibility in selecting the procedures for achieving objectives and goals.
2. An atmosphere in which communication of personal feelings and attitudes occurs directly and openly and members are encouraged to participate.
3. Well-established channels of communication and participation patterns such that each member perceives a role, a sense of belonging and a commitment toward both personal and group objectives.
4. The growth of mutual dependence among members as personal and group goals are achieved. Development of a social climate along with the task completion climate of the group. Opinions of members gain respect as the group begins to function at the ideal level.
5. Maintenance of effective decision making by careful examination of all viewpoints, alternatives, and consequences before securing the commitment of all members in important decisions.
6. Intelligent use of the abilities of members, individually and in concert with others.
7. The use of various degrees of structure, including mutual obligations and rights, specific roles, interaction patterns, and channels of procedure.
8. Adoption of standards, procedures, structures, courses of growth, and levels of acceptable communication. A balance of emotional and rational behavior channeled into productive group effort.
9. Shared leadership throughout the entire group, changeable according to the situation.
10. A feeling of cohesiveness prevalent among the members; they are concerned with contributing, expanding, and clarifying ideas; helping the group work; accomplishing tasks; and maintaining an effective unit.
11. Continuous, objective evaluation of the group, the members, the procedures, the projects, the goals, and the process. Participation of all members in the evaluation process.

One of an adviser's problems is how to keep the group together and functioning after it has become a viable working group. It is important to interact with others outside the activities organization. Since the group must relate to many people and its composition constantly changes, one of the problems the adviser can help alleviate is helping individuals become accepted as part of the group. Do you remember the first time you met with an unfamiliar group? I'll bet you can almost feel the sweaty palms, the anxiety, and the apprehension. As an outsider you wondered what was going on; what people thought of you. Here are some unfinished sentences that are helpful in working with a group to share feelings and deal with acceptance.

1. When I enter a new group I feel _____
_____
2. When I'm in a new group I feel most comfortable when _____
_____
3. In a group, I am most afraid of _____
_____
4. When I think people don't like me I _____
_____
5. When someone does all the talking I _____
_____
6. I feel annoyed when _____
_____

7. When someone "puts me down" I feel _____

_____

Obviously, people would complete these sentences differently according to their perceptions and needs. However, the sentences deal with feelings and relate to the general group climate. People join and remain in a group because they feel their needs are being met. If not, they drop out or turn to other activities.

A helpful way of looking at human needs has been developed by Abraham Maslow. He theorized that experienced needs are the primary influences on an individual's behavior. When a particular need arises, it determines the individual's behavior in terms of actions taken.

Maslow presented five basic needs and arranged them in a hierarchy of fulfillment. He believed that there is a natural process whereby individuals fulfilled needs in ascending order from most immature to most mature. This movement through the need hierarchy is seen as the climbing of a ladder where the individual must have experienced secure footing on the first rung in order to experience the need to step up to the next higher rung. In other words, although all five needs are important, the lower level needs must be met before higher level needs are motivated.

The following is an adaptation of Maslow's five basic needs arranged in a hierarchy:

The *basic level* needs reflect physiological and survival goals. At this level such factors as food, clothing, shelter, and sleep are important.

The second level of the hierarchy consists of *safety needs*. When the individual has at least partially fulfilled the basic needs, he experiences the tensions relating to needs of security, orderliness, protective rules, and general risk avoidance.

When safety needs have been met, the person becomes less preoccupied with self and begins to form interpersonal relationships. The relative success of this need for *belongingness* will result in his feeling accepted and appreciated by others. This level concerns family ties, friendships, and group membership.

After the person attains a feeling of security in his relationships with others, he will probably seek to gain special status within the group. These *ego-status* or self-esteem needs will motivate a person to seek opportunities to display competence in an effort to gain feelings of recognition and self-worth. Ego-status needs are the most difficult to attain because their successful fulfillment depends on the ability of others to respond appropriately to the individual's effort to perform in a special way.

If the individual has gained satisfaction on level four, he may be able to move to level five, *self-actualization*. At this level, the individual is concerned with personal growth and may fulfill this need by challenging himself to become more creative, demanding greater achievement of himself, and in general, directing himself to measure up to his own criteria of personal success. This usually includes risk-taking, seeking autonomy, and developing freedom to act.

The need fulfillment of members of your organization in part determines their behavior as members of the group. Part of a student's need fulfillment may be met by belonging and contributing to the organization. Sometimes the leader of a group (officer or adviser) may forget about those needs of other group members and conflicts arise. The need-fulfillment behavior of group members may be classified into three categories: group task roles, group building and maintenance roles, and non-functional individual roles.

Group Task Roles

There are certain types of functional roles which help the group accomplish its tasks. Each member may of course, enact more than one role in any given period of participation. When the following roles are omitted, the effectiveness of the group frequently decreases. Examples of these are:

1. *Initiating activity:* helping groups get started by proposing new ideas, defining problems, proposing new attacks on problems, reorganizing what has already been discussed, and presenting possible solutions or procedures. ("Let's do this.")
2. *Seeking information:* asking for clarification of suggestions or facts; requesting additional information relevant to the question. ("Let's find out.")

3. *Seeking opinions:* asking not primarily for the facts of the case but for a clarification of the values pertinent to what the group is undertaking or of values involved in a suggestion made or in alternative suggestions. ("What do you think?")
4. *Giving information:* helping groups by giving facts, generalizations, experiences, or details which will aid in the achievement of the goal and that are relevant. ("Here are the facts.")
5. *Giving opinions:* stating an opinion or belief concerning a suggestion, expressing thoughts or feelings rather than simply relating facts.
6. *Elaborating:* offering further clarification of points. "Spelling out" what others have already said; interpreting, explaining, predicting outcomes, clearing confusion, giving examples.
7. *Testing workability:* applying suggestions to real situations; examining practicality of ideas; helping group to test a proposed decision for workability. ("Would this work this way?")
8. *Summarizing:* briefly reiterating related ideas so the group will know what was said; pooling ideas, interrelating conclusions, restating major ideas and decisions.
9. *Coordinating:* showing relationships among different kinds of ideas or suggestions; trying to pool or formulate ideas and suggestions; expediting group work by relating and focusing information; keeping the group moving. ("Would the appointment of a study committee help?")
10. *Orienting:* defining the group position; outlining the direction in which the group is moving and the progress being made. ("Here is where we are and where we're going.")
11. *Disagreeing:* taking a different point of view, arguing against, implying error in fact or reasoning. May disagree with opinions, values, sentiments, decisions, or procedure.
12. *Evaluating-criticizing:* subjecting the accomplishment of the group to some set of standards in the context of the group task. May evaluate or question the practicality, logic, facts, or the procedure of a suggestion or of some unit of group discussion.
13. *Energizing:* prodding the group to action or decision, attempting to stimulate the group to "greater" or "higher quality" activity.
14. *Acting as procedural technician:* expediting group movement by doing things for the group; performing routine tasks, e.g., distributing materials, manipulating objects, rearranging seating, running recording machines, etc.
15. *Recording:* writing down suggestions, group decisions, or discussion results. The recorder role is the "group memory." ("What we decided earlier was . . . .")
16. *Clarifying:* interpreting suggestions carefully and thoughtfully to make them more clearly understood.
17. *Evaluating:* comparing decisions or accomplishments with group standards; measuring accomplishments against goals. ("Here is how we're doing.")
18. *Diagnosing:* determining the sources of difficulties, appropriate step(s) to take next, obstacles, the difficulties in achievement on effectiveness of the group. ("Perhaps this has been our problem.")

Group Building and Maintenance Roles

These behaviors include all those ways in which members contribute to a productive group climate and help people to work with one another effectively. Examples of these roles are:

1. *Encouraging:* being friendly, warmly responsive to others; helping them to contribute; recognizing their ideas; agreeing with and accepting their contributions. ("Could we have your good judgment on this?")
2. *Group representing:* sensing feelings, moods, relationships within the group and stating them. ("We collectively believe that . . .")
3. *Group harmonizing:* attempting to reconcile disagreements, to quiet emotions, to explore differences, and to attain a concerted group effort. ("Let's get together on this.")
4. *Compromising-mediating:* operating from within a conflict in which ideas or position is involved. May offer compromise by yielding status, admitting an error, by disciplining himself to maintain group harmony. ("Let's come halfway and reason together.")
5. *Listening:* understanding ideas of others; serving as audience during group discussion and decision making; actively participating as a sounding board.
6. *Expressing group feeling:* summarizing how the group seems to feel about an issue; describing reactions of group to ideas or solutions; seeking group reaction. ("As I see it we agree that . . . .")
7. *Group observing and commentating:* keeping records of various aspects of group process and feeding such data, with proposed interpretations, into the group's evaluation of its own procedures.

8. *Expediting:* facilitating participation of members; suggesting procedures to increase group participation. ("Let's try brainstorming.")
9. *Gate keeping:* trying to make it possible for another member to make a contribution to the group, to get into the discussion; suggesting a limited talking time so that all will have a chance to be heard; keeping communication channels open. ("Let's allow everyone to comment on this.")
10. *Standard setting:* expressing standards for a group to use in choosing its content or procedures or in evaluating decisions; reminding members to avoid decisions which conflict with group standards; encouraging highest standards for function and achievement. ("Let's do the best we can with it.")
11. *Following:* moving with group development; reacting positively to ideas in the interest of the group; serving as audience participants. ("Great idea. Yes, I will.")
12. *Consensus taking:* seeking a solution acceptable to all. ("Can't we all agree to accept the report?")
13. *Tension relieving:* telling a joke or getting a laugh to relieve tension. ("That reminds me of the story about . . . .")
14. *Regulating:* helping groups to stay on the topic; making ground rules. ("I thought we decided to limit discussion?")
15. *Energizing:* stimulating the group to respond and to maintain group cohesion. ("We're all in this together.")
16. *Protecting:* maintaining group norms and traditions. ("This organization has always been asked to plan homecoming.")

Non-Functional Individual Roles

Often group members exhibit behaviors that do not contribute to group maintenance or task accomplishment and interfere with the effectiveness of the group. Examples of such non-functional roles are:

1. *Dominator:* tries to assert authority or superiority or to manipulate the group through flattery, interruptions, or demanding right-to-attention; embarks on long monologues; is over-positive and over-dogmatic; constantly tries to lead group even against group goals; is autocratic and monopolizing.
2. *Blocker:* resistant, stubborn, negativistic, uncooperative, pessimistic, interferes with group progress by rejecting ideas and arguing unduly.
3. *Help-seeker:* seeks sympathy; whines, expressing insecurity and personal confusions; depreciates himself.
4. *Special interest-pleader:* claims to speak for a special group but usually is seeking attention for self; name-drops to impress the group.
5. *Aggressor:* attacks the group or the stature of its problems; deflates the status of others; may joke, express disapproval of values/acts/feelings of others.
6. *Hostile know-it-all:* struggles for status; boasts; blames others; is aggressively hostile to members, group, ideas.
7. *Fun-expert-playboy:* is not involved in the group and doesn't wish to be; may be cynical, aloof; often involved in horseplay; behaves childishly; distracts others, makes off-color remarks.
8. *Self-confessor:* uses the group as audience for expressions of personal and emotional needs; is not oriented to the group.
9. *Deserter:* withdraws from ideas, from group, from participation; is indifferent, aloof, excessively formal; daydreams, doodles, whispers to others; wanders from the subject or talks about irrelevant personal experiences.
10. *Recognition seeker:* exaggerated attempt to get attention by boasting or claiming long experience or great accomplishments; struggles against being placed in "inferior positions."

It is evident that making your organization effective depends upon a number of factors. Because your organization works primarily in a group setting, an understanding of how a group is formed, what makes an effective group, how to keep the group together and functioning effectively, and the various roles members of the group play is imperative. Your group's effectiveness depends on you and the kind of members and leaders your students choose to be.

Developing Student Leadership

Leadership development is a goal that underlies the entire concept of student activities. Training young people to live and work together in a democracy is certainly one of the key concepts in the American way of life. We must give our youth opportunities to make decisions if they are to meet the challenges of today and tomorrow. Groups require effective leadership to hold them together and lead them in the direction they choose to go for the accomplishment of common goals.

The qualities of a good citizen—whether a leader or a follower—are similar. Quality leaders have always been needed in our schools and this is apparent today more than ever. Student activities offer an opportunity for students to learn to lead, to follow, and to direct activities in a reasonable manner.

Every activity and topic in this handbook in some way contributes to the concept of student leadership. It is worthwhile, however, to include a separate look at some principles, characteristics, and research on leadership to assist you and your organization in the development of student leaders.

Leader Behavior

There have been many studies examining leadership in various dimensions and the reasons why some organizations are successful while others are unsuccessful. The distinguishing factor between the successful and the unsuccessful can usually be traced to leadership. Groups of all kinds are constantly looking for individuals who exhibit the qualities and skills necessary to lead effectively.

There are various definitions of leadership but most writers seem to agree that it is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. It follows then from this definition that the leadership process is a function of the formula: Leadership = f (l, f, s). In other words, leadership is a function of the leader, the follower, and other situational variables.

Trait Versus Situational Leadership

At one time there were certain characteristics or traits believed essential to effective leadership. Such characteristics as intelligence, sincerity, kindness, and honesty were considered transferable from one situation to another. The assumption was that since not everyone had these traits or qualities, only those who had them would be potential leaders. The implication was that if we could identify and discover these traits, leaders could be identified.

However, research has revealed few significant or consistent findings using the trait approach to leadership. Empirical studies seem to suggest that it is a dynamic process which varies from situation to situation. Current literature seems to support this situational or leader behavior approach.

Emphasis on the situational theory is not on any inborn ability for leadership but upon the behavior of leaders and group members, and on various situations. With this belief in leadership behavior, individuals can be trained to increase their effectiveness for leadership and to adapt their behavior to varying situations.

Leadership Behavior Styles

Leadership is the process of influencing the activities of an individual or group in efforts toward goal achievement. As a result, a leader must be concerned about task and human relationships.

Early study in leadership followed what has been called scientific management theory. This theory focused on concern for task accomplishment and the needs of the organization and not on the needs of the individual. In the 1920s, the human relations movement emphasized attitudes and feelings of people; i.e., a concern for people and their needs rather than the needs of the organization.

These two aspects of leadership have been translated further by identifying leader behavior as authoritarian, democratic, or laissez faire. The *concern for task* tends to follow the authoritarian leader behavior, while a *concern for people* is represented by democratic leader behavior. It was generally agreed that leaders influence their followers either by (1) telling their followers what to do and how to do it (authoritarian style emphasizing tasks), or (2) sharing their leadership responsibilities with the followers by involving them in planning, organizing, and conducting the task (nondirective democratic style stressing human relationships).

Supporting these two types of leader behaviors is Douglas McGregor's thesis, commonly known as the Theory X and Theory Y organizations (*The Human Side of Enterprise*. McGraw-Hill, 1960).

According to McGregor, Theory X organization

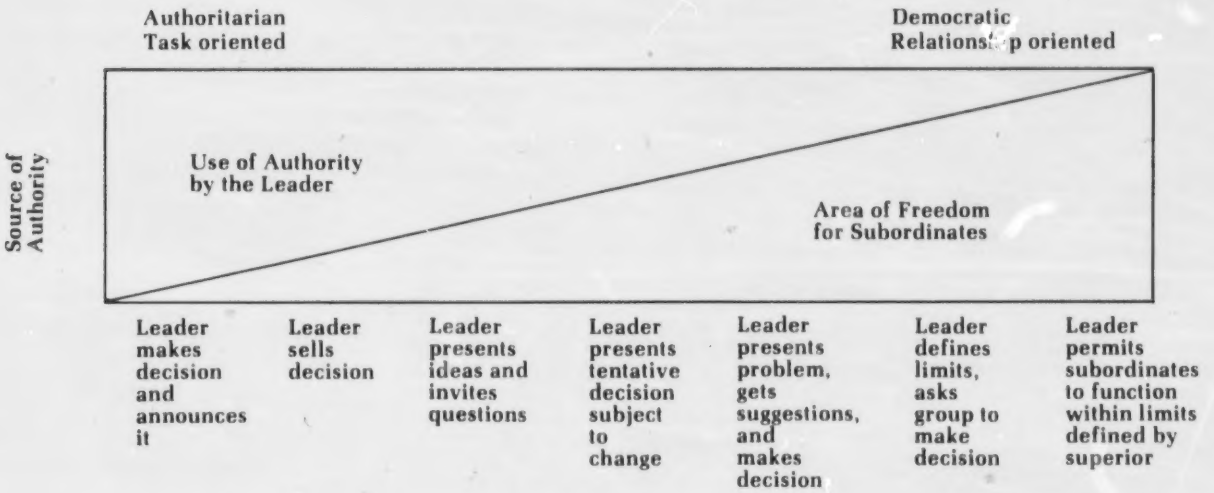
has a leader role built upon the belief that members are innately lazy and unreliable, therefore calling for the leader to be direct, critical, and autocratic. As a result, policies are determined by the leader with power residing in the leader.

Theory Y is based upon the belief that the power of leaders is granted by the group they are to lead and that people can be basically self-directed and creative if properly motivated. A Theory Y leader would stress democratic procedures, participative decision making and self-control.

Leader behavior is not limited to these two extremes however. Robert Tannenbaum and Warren H. Schmidt ("How to Choose a Leadership Pattern." *Harvard Business Review*, May-June 1973, pp. 95-101) depicted a broad range of leader behavior on a continuum moving from group-oriented, thus giving followers considerable freedom.

Sometimes this continuum is extended beyond the democratic style to include what is referred to as a laissez-faire style. The laissez-faire style would permit the members of a group to do whatever they want to do. No policies or procedures are established. There is no attempt to influence anyone else and people are left alone to do their thing.This behavior style is not included on the continuum since in reality it represents an absence of formal leadership.

Organizations which acknowledge and foster Theory Y (democratic) principles are going to have a different effect on leaders' and members' behavior than Theory X (authoritarian) organizations. While there is some evidence supporting the principle of participative leadership, research has generally failed to support this position as the


Authoritarian
Task oriented
Democratic
Relationship oriented
Source of Authority
Use of Authority by the Leader
Area of Freedom for Subordinates
Leader makes decision and announces it
Leader sells decision
Leader presents ideas and invites questions
Leader presents tentative decision subject to change
Leader presents problem, gets suggestions, and makes decision
Leader defines limits, asks group to make decision
Leader permits subordinates to function within limits defined by superior

Reprinted by permission of the *Harvard Business Review* from "How to Choose a Leadership Pattern," by Robert Tannenbaum and Warren H. Schmidt, May-June 1973. Copyright 1973 by the president and fellows of Harvard College; all rights reserved.

authoritarian leader behavior at one end to democratic leader behavior on the other end, as shown in the figure.

Starting at the left of the continuum is the behavior of an authoritarian leader who tends to be task-oriented and uses power and influence over the followers. At the far right is the leader whose behavior would be identified as democratic and benefits are neither inevitable nor universal. Leadership styles vary considerably. Some leaders may be viewed as authoritarian while others may be democratic. Still others may be both task-oriented and relationship-oriented. The viewing of leader behavior as authoritarian or democratic has been identified as a "one-dimensional model of leadership."

Two-Dimensional Model

The Bureau of Business Research at Ohio State University in the 1940s studied various dimensions of leader behavior.[1] Their study found that approximately 98 percent of all leadership behavior fell into two dimensions: (1) Initiating Structure, and (2) Consideration. Initiating Structure was characterized by a basic *concern for product*, and Consideration was characterized by a *concern for people*.

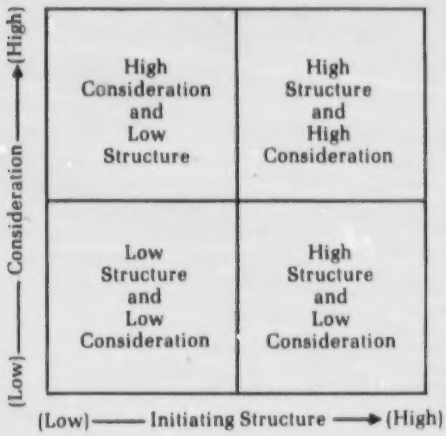
The Ohio State researchers originally concluded that this dichotomy represented the Authoritarian-Democratic Continuum (one-dimensional model) and proceeded to classify leaders along this line. However, this kind of classification implies an either/or situation with a leader being high in one area and therefore low in another. The researchers found, however, that many leaders could be high in both structure and task or low in both, or some other combination. They felt the one-dimensional model was not enough to describe even the most basic leadership style. They therefore began to gather data about leader behavior and developed a two-dimensional model of leadership.

The Ohio State researchers developed an instrument known as The Leader Behavior Description Questionnaire (LBDQ) to describe how a leader carries out his activities.[2]

The Leader Behavior Description Questionnaire contains 15 items pertaining to Consideration and an equal number for Initiating Structure. Respondents judge the frequency with which their leader engages in each form of behavior by checking one of five descriptions—always, often, occasionally, seldom, or never—as it relates to each particular item of the LBDQ. In other words, Consideration and Initiating Structure are dimensions of observed behavior as perceived by others.

After much study, the Ohio State staff concluded that Initiating Structure and Consideration were separate and distinct dimensions. A high position on one dimension does not necessitate a low position on the other. The behavior of a leader could be described as any mix of both dimensions. Leader behavior was plotted on two separate axes rather than on a single continuum. Four quadrants were developed to show various combinations of Initiating Structure (task behavior) and Consideration (relationship behavior) as shown in the figure.

The Ohio State Leadership Quadrants



Another instrument that has been developed to provide information on Leadership Style is the T-P Leadership Questionnaire.[3] This model provides a score for *concern for people* and a score for *concern for task*.

Using this instrument, respondents are asked to answer 35 questions about how they would act as group leaders. It would be interesting for members of your group and yourself to complete the T-P Leadership Questionnaire, score it, and plot the leadership style on the profile sheet. The instrument and complete instructions are included on the following pages if you wish to do so. Perhaps after completing this task a discussion would be profitable.

[1]John K. Hemphill and Alvin E. Coons, "Development of the Leader Behavior Description Questionnaire." *Leader Behavior, Its Description and Measurements*. Eds., Ralph M. Stogdill and Alvin E. Coons. Columbus, Ohio: Ohio State University Bureau of Business Research.

[2]*Ibid.*

[3]The T-P Leadership Questionnaire was adapted from Sergiovanni, Metzcus, and Burden's revision of the Leadership Behavior Description Questionnaire, *American Educational Research Journal* 6 (1969), pp. 62-79.

T-P Leadership Questionnaire

Name _____ Group _____

The following items describe aspects of leadership behavior. Respond to each item according to the way you would be most likely to act if you were the leader of a work group. Circle whether you would be likely to behave in the described way always (A), frequently (F), occasionally (O), seldom (S), or never (N). See following page for scoring instructions.

If I were the leader of a work group . . .

A	F	O	S	N	1. I would most likely act as the spokesman of the group.
A	F	O	S	N	2. I would encourage overtime work.
A	F	O	S	N	3. I would allow members complete freedom in their work.
A	F	O	S	N	4. I would encourage the use of uniform procedures.
A	F	O	S	N	5. I would permit the members to use their own judgment in solving problems.
A	F	O	S	N	6. I would stress being ahead of competing groups.
A	F	O	S	N	7. I would speak as a representative of the group.
A	F	O	S	N	8. I would needle members for greater effort.
A	F	O	S	N	9. I would try out my ideas in the group.
A	F	O	S	N	10. I would let the members do their work the way they think best.
A	F	O	S	N	11. I would be working hard for a promotion.
A	F	O	S	N	12. I would be able to tolerate postponement and uncertainty.
A	F	O	S	N	13. I would speak for the group when visitors were present.
A	F	O	S	N	14. I would keep the work moving at a rapid pace.
A	F	O	S	N	15. I would turn the members loose on a job, and let them go to it.
A	F	O	S	N	16. I would settle conflicts when they occur in the group.
A	F	O	S	N	17. I would get swamped by details.
A	F	O	S	N	18. I would represent the group at outside meetings.
A	F	O	S	N	19. I would be reluctant to allow the members any freedom of action.
A	F	O	S	N	20. I would decide what should be done and how it should be done.
A	F	O	S	N	21. I would push for increased production.
A	F	O	S	N	22. I would let some members have authority which I should keep.
A	F	O	S	N	23. Things would usually turn out as I predict.
A	F	O	S	N	24. I would allow the group a high degree of initiative.
A	F	O	S	N	25. I would assign group members to particular tasks.
A	F	O	S	N	26. I would be willing to make changes.
A	F	O	S	N	27. I would trust the group members to exercise good judgment.
A	F	O	S	N	28. I would ask the members to work harder.
A	F	O	S	N	29. I would schedule the work to be done.
A	F	O	S	N	30. I would refuse to explain my actions.
A	F	O	S	N	31. I would persuade others that my ideas are to their advantage.
A	F	O	S	N	32. I would permit the group to set its own pace.
A	F	O	S	N	33. I would urge the group to beat its previous record.
A	F	O	S	N	34. I would act without consulting the group.
A	F	O	S	N	35. I would ask that group members follow standard rules and regulations.

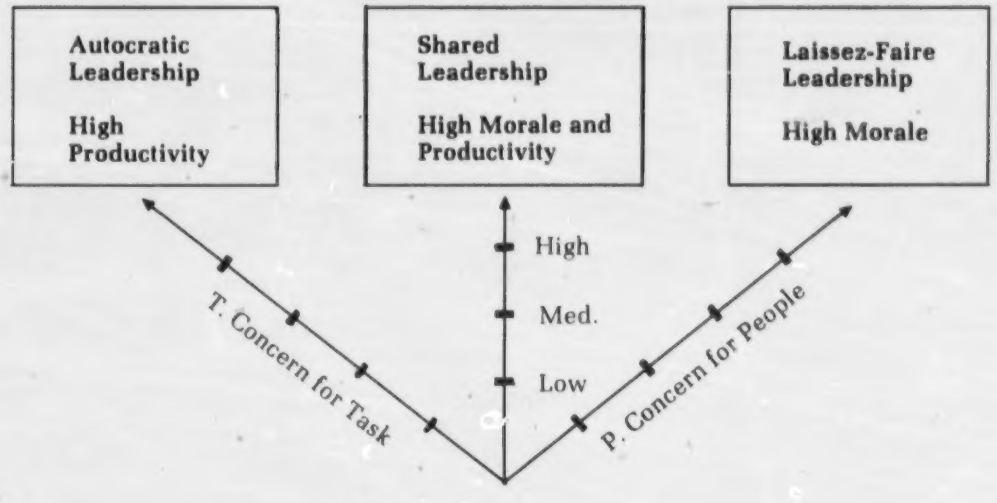
P Score _____ T Score _____

Instructions for Scoring the T-P Leadership Questionnaire

1. Circle the item number for items 8, 12, 17, 18, 19, 30, 34, and 35.
2. Write the number 1 in front of a *circled item number* if you responded S (seldom) or N (never) to that item.
3. Also write a number 1 in front of *item numbers not circled* if you responded A (always) or F (frequently).
4. *Circle* the number 1's which you have written in front of the following questions: 3, 4, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
5. *Count the circled number 1's.* This is your score for concern for people. Record the score in the blank following the letter P at the end of the questionnaire.
6. *Count the uncircled number 1's.* This is your score for concern for task. Record this number in the blank following the letter T.

Now to determine your style of leadership, mark your score on the *Concern for Task* dimension (T) on the left arrow below. Next, move to the right arrow and mark your score on the *Concern for People* dimension (P). Draw a straight line that intersects P and T scores. The point at which the line crosses the *Shared Leadership* arrow indicates your score on that dimension.

Shared Leadership Results from
Balancing Concern for Task and Concern for People



The T-P Leadership Questionnaire is reprinted from: J. William Pfeiffer and John E. Jones (Eds.). *A Handbook of Structured Experiences for Human Relations Training*, Vol. 1 (Revised). La Jolla, Calif.: University Associates, 1974. Used with permission.

Tri-Dimensional Leader Effectiveness Model

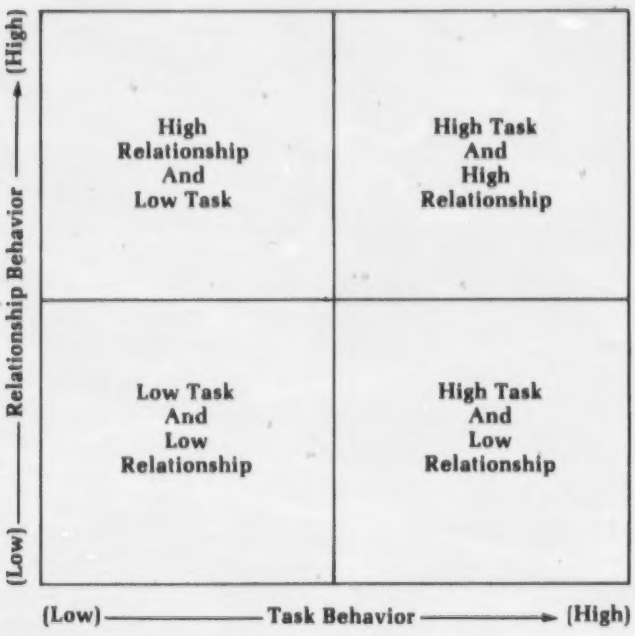
Many people would like to have an ideal type of leader identified for all occasions so they can be told how to act. Although some of the models would lead one to believe that there is a best style, research seems to indicate that an *adaptive leader behavior* is more favorable than a single type of leader behavior. The dimension of effectiveness cannot be overlooked when examining leadership behavior.

Is the leadership behavior effective? This question really gets at the heart of the leadership issue. No matter what leadership style is being utilized, if it is not effective it is inappropriate for that situation. A number of leader behavior styles may be effective or ineffective depending on the important elements of the situation.

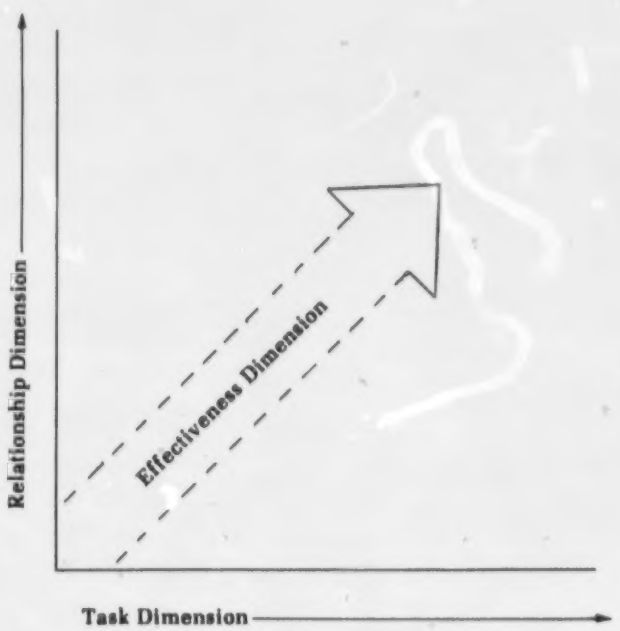
Paul Hersey and Kenneth H. Blanchard at the Center for Leadership Studies, Ohio University, developed a Tri-Dimensional Leader Effectiveness Model taking the effectiveness dimension into account.[4]

Blanchard and Hersey use the terms "task behavior" and "relationship behavior" to describe concepts similar to "consideration" and "initiating structure" in the Ohio State studies. The four basic quadrants in their model are labeled as shown in the following figure.

Ohio Basic Leader Behavior Styles


High Relationship And Low Task
High Task And High Relationship
Low Task And Low Relationship
High Task And Low Relationship
(Low) Relationship Behavior (High)
(Low) Task Behavior (High)

The four basic styles depict essentially different leadership styles. The leadership style of an individual is the behavior pattern that particular person exhibits when attempting to influence the activities of others *as perceived by others*. This could be quite different from the self-perception of the leader. Hersey and Blanchard, recognizing that the effectiveness of the leader depends upon how his leadership style interrelates with the situation in which he operates, added an effectiveness dimension to the previous two-dimensional model. This is illustrated in the chart below.

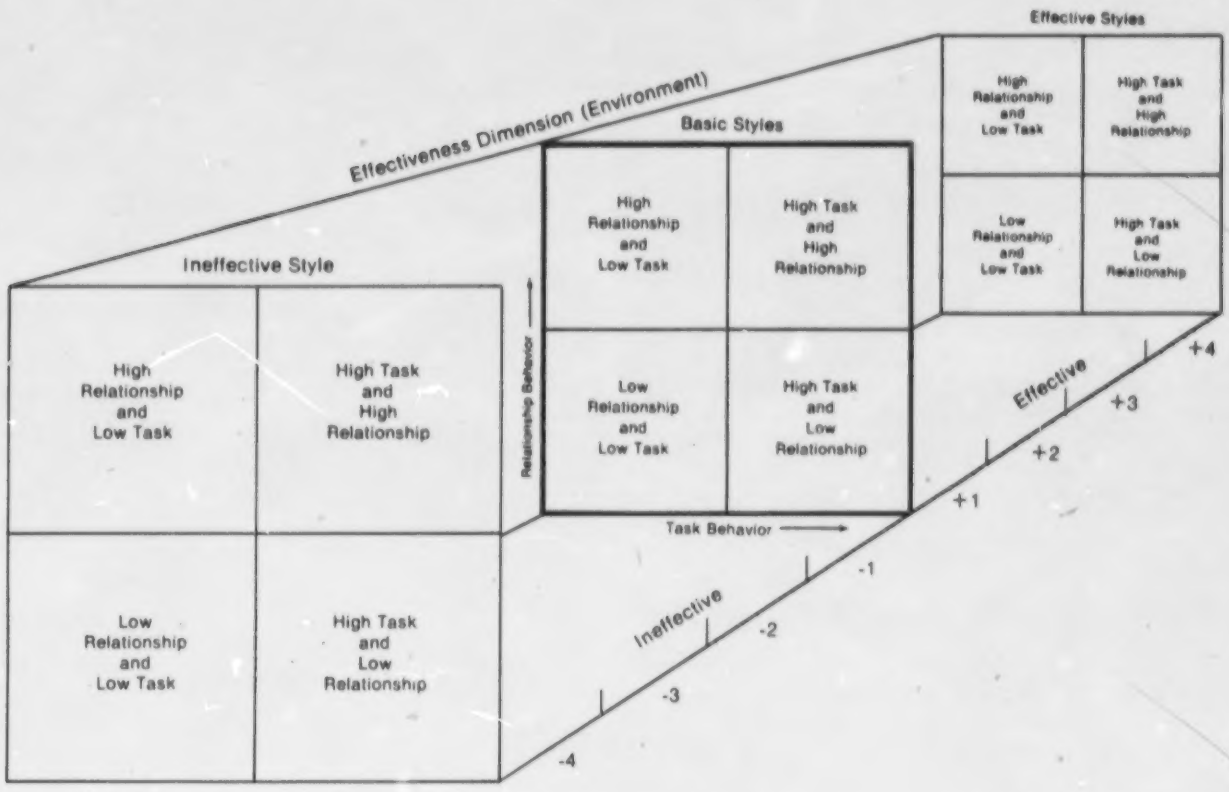


The third dimension is effectiveness because in most organizations various performance criteria are used to measure the degree of effectiveness or ineffectiveness of a leader. The concept of the effectiveness dimension is depicted in the figure of the Tri-Dimensional Leader Effectiveness Model on the following page.

This model is distinctive because it does not depict a single ideal leader behavior style that is suggested as being appropriate in all situations.

[4]Paul Hersey and Kenneth H. Blanchard. *Management of Organizational Behavior: Utilizing Human Resources*. Third Edition, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977.

The Tri-Dimensional Leader Effectiveness Model



(Paul Hersey, Kenneth H. Blanchard. *Management of Organizational Behavior: Utilizing Human Resources*. Third Edition. 1977. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, N.J.)

Research generally shows there is no one best style of leadership behavior that can be applied to all situations. Successful leaders adapt their leadership styles to meet the needs of the group and of the particular environment. *Effectiveness depends upon the leader, the followers, and other situational variables that make up the environment.* If you are interested in increasing your own success as a leader serious consideration must be given to these behavioral and environmental factors.

Leadership Development

The importance of leadership development and a systematic plan for continuing training and development of leadership skills is at the heart of your having a successful organization. This can be done in a multitude of ways and the adviser will need to provide guidance and direction in working with members to develop their potential. Some suggestions for developing leaders follow:

- Develop an apprentice system in which new officers and members learn from previous officers.
- Have a rotating system of officers to spread the opportunities around.
- Use as many students as possible in planning and carrying out activities.
- Recognize personal responsibilities whether the person is an officer or a member.
- Use pre-school planning or special retreats focusing on your organization.
- Focus on skill development for leadership—such as parliamentary procedure, planning, evaluating, communication, developing goals and objectives.
- Stress development of personal qualities such as character and personality.

- Plan local workshops/seminars for leadership development. Use consultants or other resource persons in your school and community.
- Utilize standing and special committees involving both new members and previous members.
- Attend conferences, meetings, workshops on the state and national level to develop leadership skills and experiences. The Office of Student Activities of NASSP conducts one-week National Leadership Training Centers each summer. Locations are throughout the country so chances are that one is not too far from where you are.
- Develop a student leadership class for credit during the regular school day. More and more schools are turning to this as a way to develop leadership on a continuing basis.

In *Developing a Student Leadership Class* (see Resource Materials), not only is a rationale given for a student leadership class but sample course objectives, content and methods of instruction and procedure also are provided. Included are some samples of course outlines from schools that have already implemented such a class.

No matter which approach you choose to implement a program for leadership development it will provide rewards beyond the immediate needs of your organization. The training it provides will not only be helpful in school but the experiences and skills that students acquire will be utilized as they assume leadership roles in other settings in our society. Who knows—a future president, legislator, governor, or mayor may be in your organization.

Evaluation

No organization or activity can operate effectively without conducting some type of evaluation. It is very easy to get caught up in the activity and put off or slight this phase of a successful organization. We constantly need to evaluate what we are doing and to provide feedback to the organization and its members so that objective decisions can be made. Too often we blindly continue doing things the same way, assuming we are effective. The progress of the organization is measured by the changes and growth that have taken place in the action, skill, and knowledge of members in relationship to goals and objectives. Evaluation is a continuous process occurring before, during, and after meetings and activities. It is particularly essential and beneficial at the beginning and end of an activity and the beginning and end of a school year.

What Should Be Evaluated?

Various types of evaluation take place in an organization.

- The organization as a whole must be evaluated in terms of attaining its stated goals and objectives.
- Individual activities must be evaluated continuously in terms of goal achievement.
- Each individual member should engage in some type of self-evaluation.
- Meetings and procedures should be evaluated in terms of effectiveness and involvement.
- The membership should be evaluated in terms of responsibilities and effectiveness in carrying out their duties within the total organizational framework.
- The leadership of the organization (including the adviser) should be evaluated in terms of their job descriptions and effectiveness.

Purposes of Evaluation

Following are some generally accepted purposes of evaluation:

- For clarification, validation, and appraisal of the goals and objectives of an organization.
- To bring about improvement in the organization, its programs and activities.
- To promote leadership growth with continual feedback of information to assist the leaders in making decisions.
- To increase participation and involvement of others by seeking the opinions of students and faculty and their support.
- To promote group and self-appraisal and improvement.
- To determine the effectiveness of the organization and its committees.

Who Should Evaluate?

Since evaluation is a continuous process be sure that you seek feedback from a wide audience that can be honest and objective. The same individuals or groups do not need to be involved in all areas of evaluation. You must decide which people or groups can best provide the evaluation needed. Typically, the following groups or individuals are asked for evaluation:

- Members of the organization
- School administration
- Members of the student body
- Community members
- Parents
- Adviser or sponsor
- School faculty
- Leadership of the organization.

Techniques or Evaluation Devices

Just as there are many fuctions to be served by evaluation, there are a number of techniques that may be employed. The technique used should be relatively uncomplicated and not too time-consuming. How many times have you seen an evaluation instrument that defeats its purpose because of its lengthiness and complicated reporting system? Keep it simple and to the point. Some techniques or instruments that have been used for evaluation follow:

Questionnaires • Interviews • Response checklist • Progress reports • Observation forms and reports • Group discussion • Descriptive reports • School newspaper survey • Outside observer at meetings/committees • Suggestion box • Random telephone survey • Community comments • Open meetings • Process reports • Individual analysis • Random survey of students • Member self-evaluation

Following are some evaluation forms that have been developed and used by successful organizations.

Meeting Evaluation Form

INSTRUCTIONS: Circle the appropriate number following each description: Five is always; four is nearly always; three is sometimes; two is not very often; one is almost never. Total your score in the space provided.

	always	nearly always	sometimes	not very often	almost never
1. Each regular meeting is scheduled well in advance with the time posted.	5	4	3	2	1
2. The executive committee meets before each meeting.	5	4	3	2	1
3. Members attend all meetings regularly.	5	4	3	2	1
4. The meetings always start and close on time.	5	4	3	2	1
5. The meetings are "fun" to attend.	5	4	3	2	1
6. The adviser does not have to tell everyone what to do.	5	4	3	2	1
7. The meetings are orderly with correct parliamentary procedure being used.	5	4	3	2	1
8. An agenda of the meeting is posted well in advance of each meeting or a copy is given to each member prior to the meetings.	5	4	3	2	1
9. All the officers know their roles and responsibilities regarding the conduct of meetings.	5	4	3	2	1
10. The meetings are not run by a small group of members (everyone participates).	5	4	3	2	1
11. The meetings accomplish what they are supposed to accomplish.	5	4	3	2	1
12. The organization does not have to call special meetings very often.	5	4	3	2	1
13. There is no "horse play" or "goofing around" during the meetings.	5	4	3	2	1
14. Committee reports and treasurer's and secretary's reports are given regularly and effectively.	5	4	3	2	1
15. Nonmembers who are invited to attend the meetings are impressed by what they see.	5	4	3	2	1
16. Members are allowed to express their points of view.	5	4	3	2	1
17. The meetings do not drag out over a long period of time.	5	4	3	2	1
18. The meetings never seem cut-and-dried.	5	4	3	2	1

Total _____

Evaluation of a Meeting

INSTRUCTIONS: Think back over the meeting you have just attended in light of the items below. Check the statements that most accurately describe your observations.

1. DIRECTION

_____a. Comments slid from point to point; people didn't seem to really care about what they were saying.
_____b. Harmonious discussion among agreeable people.
_____c. One person or several took over and controlled the topic and the flow of discussion.
_____d. The leader stepped in to try to keep the session organized, on the track, and on time.
_____e. Lively exchange of views with each person regulating his own contributions prevailed.

2. DECISION MAKING

_____a. Remarks were not picked up. They fell like lead balloons.
_____b. After support of a thought by one or two, the course of action developed.
_____c. Bulldozing by one or a few.
_____d. Compromise was the key to decisions.
_____e. Decisions were based on complete understanding and agreement.

3. EXPRESSING IDEAS

_____a. Ideas and opinions were expressed with little conviction.
_____b. Polite give-and-take resulted in a friendly session.
_____c. Discussions were on a "win your own point" basis; people held tight to their own points of view.
_____d. Although different ideas and opinions were expressed, acceptable positions were reached; people moved from their positions to make group progress.
_____e. Ideas and convictions were expressed frankly and honestly; differences were worked through to mutual understanding.

4. ATMOSPHERE

_____a. Going through the paces; flat, lifeless.
_____b. Easygoing and pleasant.
_____c. Win-lose competitiveness; critical and tense.
_____d. Interesting and satisfying.
_____e. Penetrating and rewarding, challenging, caring.

5. EVALUATION

_____a. Little or no attention given to discussing group action.
_____b. Compliments given, but faults not examined.
_____c. Fault-finding; nonconstructive criticism.
_____d. Suggestions of how to do differently or better.
_____e. Real effort to evaluate the group while it was working, both for improving action and for learning.

Student Council Evaluation Chart

	WEAK	STRONG
1. Officers and members are well-educated about student council and understand its purposes.		
2. Each officer has clearly stated goals and a job description.		
3. Each officer receives proper training for his own job.		
4. The council has a copy of the NASC *Student Council Handbook* and it is required reading for the officers.		
5. The council has a well-organized system of electing members/officers.		
6. The council has an intensive program to educate new members on the local, district, state and national organizations.		
7. A copy of the constitution is given to all officers and members of the council for them to read.		
8. All activities, projects and programs are planned in advance.		
9. The council is involved in the life of the school, is active and respected by the faculty and students.		
10. The council has a good balance of meaningful school and community projects.		
11. The council has evaluation procedures for all major projects.		
12. The council truly represents the student body of the school.		
13. The council has sound financial practices.		
14. The council has a strong public relations program.		
15. The council has interesting, well-organized orderly meetings.		
16. The council has a well-functioning committee system.		

	WEAK	STRONG
17. The council has good democratic leadership.		
18. The adviser is interested and doesn't dominate the council.		
19. The council has regular meetings with the administration.		
20. The council attends district, state, and national meetings.		
21. The principal is supportive and interested in the council.		
22. The council keeps accurate records and has a recording system.		
23. The council has effective communications with the students.		
24. The council has effective communications with the faculty.		
25. The council has effective communications with the administration.		

Year-End Self-Evaluation

1. I have helped my school organization set up definite goals and have helped to plan for the current school year. TRUE _____ FALSE _____
2. I have tried to follow the philosophy that leadership is shared by all members of the group. TRUE _____ FALSE _____
3. I have attempted to use my knowledge of why people behave as they do in groups to increase my effectiveness in informal and formal groups. TRUE _____ FALSE _____
4. I have tried in at least one way to improve relationships in my school by better communications between student and student, student and administration, student and teacher, student and community. TRUE _____ FALSE _____
5. I have consciously attempted to use good problem-solving techniques in solving at least some of the problems facing my student council. TRUE _____ FALSE _____
6. (Essay) The following paragraph describes at least one way in which I tried to pass on the lessons that I learned to my fellow students:

_____

_____

_____

_____

_____

_____

_____

_____

7. (Multiple choice) I now believe that the most important criterion of leadership is:
   (_____) a. How well my organization did in completing projects.
   (_____) b. How successful I was in making friends.
   (_____) c. How successful my performance as a leader in my own school has been during the past months.
8. Spend at least one hour rereading your notebook. Ask yourself enough questions to finish a full evaluation.

Perhaps the answers are not nearly so important as the fact that the questions were honestly, meaningfully asked.

Questions to ask your organization

Here are some general questions to ask that will assist you in evaluating your organization. You might want each member to answer these questions and then compile a composite based on the answers.

1. Are the purposes of the organization well-defined so that members and others clearly understand the place of the organization in the school?
2. Do the faculty and members discuss problems objectively? Intelligently?
3. When constructive suggestions or criticisms are made by outsiders, are they accepted in a positive manner?
4. Is there a permissive, democratic atmosphere in meetings?
5. Do all members of the student body know something about the work of your organization and what its goals are?
6. Does the organization enlist the active assistance of other students and faculty members?
7. Does the organization have a direct influence on the life of the school?
8. Is the organization busy with positive, constructive projects rather than involved in busy work or trying to run the school?
9. Do members have original ideas to improve their organization and the school?
10. Do the activities tend to unify the organization and the school?
11. Does the organization successfully strive to build attitudes and concepts for democratic living in the members?
12. Do students and faculty cooperate with the organization by serving on committees and becoming interested in the activities and projects?
13. Have traditional divisions between faculty and students tended to disappear?
14. Is serious consideration given to the qualifications of officers at election time?
15. Are the finances, elections, and regular meetings carried on in a businesslike fashion?
16. Are the students really given an opportunity to voice their views on important matters affecting their welfare?
17. Are the students in the organization trying to usurp authority and responsibilities of others?
18. Are provisions made through forums and open discussions for all the students to participate?
19. Does the organization in any way associate itself with activities outside the school, or gain the attention or interest of persons outside the school?
20. Is there a good publicity program designed to further the work of the organization?
21. Does the faculty in its meetings ever discuss the work of the organization and how to promote it?
22. Are ther arrangements for informing new students and faculty members about the work of the organization and enlisting their interest and support?
23. Is there continuous evaluation and assessment of the organization and its activities?

In summary, if evaluation is to be successful it should:

E *Evolve* around goals and objectives.
V *Verify* work of the organization and what others say is happening.
A *Assist* in self-evaluation by members.
L *Lead* to constructive suggestions.
U *Utilize* many techniques or devices.
A Result in *Action* because of feedback and data.
T Be *Timely* in assessing what is taking place.
I *Involve* many people.
O Be *Objective* and based upon data and not guesses.
N *Notify* others for program publicity and effectiveness.

Working with the Principal

How you work with the principal is an indispensable factor in the success or failure of a student organization. If you want to bring a student organization to a crashing halt try disregarding the principal. Responsibility, authority, and control in a public school are now as never before open areas for discussion with the principal. The trends in the last few years has been for fewer one-man decisions and more student, teacher, and parent responsibility and involvement.

Student organizations may find that they have power even without seeking it. Some aren't ready for it, some use it wisely, some misuse it, and some don't even know it exists. Some principals are comfortable with sharing power and authority, and some are not. An understanding of such critical points must take place between representatives of student organizations and the principal, who lives daily with awesome legal responsibilities for every student.

You will be wise to accept the fact that you are dealing not only with the job and position of the principal, but also with a *person* called Mr. . . . The principal's character is a big factor. Know this when you approach him. To ignore the person you are dealing with, even if you respect his position, is to court disaster.

You can't effectively approach the principal with requests from student organizations without knowing the laws and the board of education policies under which your school is governed. Few people know and understand every legal code that affects their schools; however, students can attain a basic knowledge of school law, have access to the policy books, and can learn a great deal through discussion with the principal.

Have a Plan

When you go into the principal's office with all of the relevant facts and figures as well as a plan of action for some issue, you are probably hoping the principal will buy the whole package. It is most important to have a written plan, with one copy for the principal. Whatever the plan, you should develop a special list of the most convincing points to present if the total package is rejected or questioned. You are at a distinct disadvantage if not prepared for partial setbacks.

If you show a willingness to compromise, a blanket no from a principal is unlikely; but if the answer is no, your response should be "Surely there must be some points in our proposal that you will agree to." or, "Let's take a look at the areas that you have disagreed with. Could we make some adjustments and come back to you in a few days to discuss a revised proposal?"

Summary

I hope this text has not deterred you from your desire to be an adviser. It is a difficult job but one that is also exciting and full of many rewards. We began with the word *commitment*, and that is where we will end. Without a pledge by all advisers to commit themselves to the cause of student activities the suggestions presented are meaningless. The concept of student activities is students being involved in their education, having a voice in the decisions which make a difference in their lives. It means being given and giving opportunities for hope, trust, sharing, and learning by doing.

As advisers, we must continue to share our knowledge and experience with students. We must continue to value student activities enough to allow seemingly inept students to make such activities a viable part of their lives. We must be willing to lead—to watch students make honest mistakes as they learn. For student activities are *people*, and when people are committed and enthusiastic, marvelous things happen.

The last four letters of the word enthusiasm have tremendous meaning to the student activities adviser. Examine them in this manner: the letters I-A-S-M really stand for I AM SOLD MYSELF. When you are sold yourself on student activities and committed to being an adviser you have taken a giant stride forward in helping our youth.

Best wishes in your many endeavors as an adviser. I hope that you share with me and the thousands of other advisers across this country the willingness to take a risk and step forward to help students further their growth and development via the student activities concept. Ten two-letter words that I value and would like to share with you are: "IF IT IS TO BE—IT IS UP TO ME."

Now it *is* up to you. Good luck.

Appendix

ADVISER'S CHECKLIST

	Yes	No
1. Is well educated about the organization and understands its purposes.		
2. Is familiar with the school philosophy and policies for activities.		
3. Is committed to the concept of student activities and student participation.		
4. Knows and understands the constitution and bylaws.		
5. Knows the role and responsibilities of an adviser and has a written job description.		
6. Understands the importance of committees and assists in setting up a functioning committee system.		
7. Can instruct officers in the effective performance of their duties.		
8. Knows how to help students establish goals and objectives and plan for their effective implementation.		
9. Communicates regularly with the administration and faculty.		
10. Can work with the students in an orderly process of problem solving and decision making.		
11. Is knowledgeable about principles of organizational structure and management.		
12. Is familiar with the skills necessary to conduct meetings and is able to teach the skills to the members of the organization.		
13. Understands the importance of public relations and communication skills and demonstrates them effectively.		
14. Knows the functions of projects/activities and their relationship to the success and image of the organization.		
15. Remains objective and works with the students to continually evaluate and obtain feedback on the organization and its activities.		
16. Is resourceful and knows where to go for help and assistance.		
17. Participates in activities to continually increase knowledge and skills as an adviser.		
18. Exhibits good human relations skills in working with others.		
19. Has an understanding of the teaching-learning process and the necessity of working with the students and not telling them what to do.		
20. Gives credit where credit is due and constantly encourages the students.		
21. Has a sense of humor and the patience of Job.		
22. Is willing to devote the time required, both in and out of school.		
23. Sets personal goals and evaluates performance in meeting them.		

RESOURCE MATERIALS

The following publications are valuable resource materials for the activities adviser. They are all low-cost paperback publications published by NASSP. For prices and ordering information, write the National Association of Secondary School Principals, 1904 Association Drive, Reston, Va. 22091.

Communication and Leadership, 1973.
Developing a Student Leadership Class, 1977.
Group Dynamics for Student Activities, 1977.
How To Run an Efficient and Effective Student Activities Program, 1976.
Improving Your Student Council, 1977.
Models for Student Participation, 1977.
Parliamentary Procedure Without Stress, 1976.
Planning and Evaluating Student Activity Programs, 1978.
Profiles of Student Council Officers, 1974.
Student Activities in Secondary Schools: A Bibliography, 1974.
Student Activities in the Seventies, 1977.
Student Council Handbook, 1975.
Student Council Leadership File, 1976.
Workshops: Laboratories for Student Leaders, 1974.

SAMPLE STUDENT COUNCIL CONSTITUTION

We, the student council members of _____ High School, in order to foster a spirit of cooperation among the students and faculty, maintain a high standard of personal conduct, promote and encourage activities for the best interests of our school and community, do hereby establish this constitution for the _____ students.

ARTICLE I

Section I — The name of this organization shall be the student council of _____ High School.

Section II — The purpose of this form of student government shall be to improve _____ and our community.

ARTICLE II

Section I — The student council shall be composed of a president, vice-president, secretary, and treasurer; and president of each class; a representative of each major club or organization upon approval by a quorum; and one representative from each homeroom.

Section II — Term of office: All members shall hold office for one year beginning after the last day of the school year in which they are elected.

Section III — After two unexcused absences a member shall be warned and after an additional absence shall be permanently removed from the council.

Section IV — In the event of the removal or loss of a student council member, the popular vote of the homeroom shall recommend a substitute who, on approval by a quorum, is accepted as a council member.

ARTICLE III

Section I — The student council shall consult the administration on all matters which pertain to it on any function of the school.

Section II — The council shall have the following duties:

1. To establish the following standing committees:
   Publicity
   Special Affairs
   Public Service
   Assembly
   Additional committees if the necessity arises.
2. To publish and provide student council members with a constitution.
3. To undertake fund-raising projects.
4. To spend the funds of the student council for purposes in line with its functions.
5. To suggest changes in the curriculum.
6. To pass such emergency measures as may be necessary.

ARTICLE IV

Section I — Duties of the president:

1. Shall preside at all meetings of the council.
2. With the approval of the faculty supervisor, shall call special meetings when necessary.
3. The president is considered the "first citizen" of the students and as such, unless otherwise specified, serves as the student host to visitors and guests at such special functions as athletic contests, concerts, special assemblies, and other school-sponsored functions. Unless otherwise directed, the president should be given the opportunity and responsibility of representing the school at public and civic affairs that call for student representation. The president must execute and supervise ordinances of the student council.
4. Must make such recommendations to the student council as he may deem responsible for the efficiency of student government.
5. Must appoint committee heads of the student council. May, at any time, remove from office any or all such committee heads appointed by the president if they are not satisfactorily carrying out duties imposed on them by virtue of their office.
6. May approve or disapprove within 10 days in writing, ordinances passed by the student council.
7. May issue proclamations commemorating special days, events, etc.
8. Shall represent the students at administrative council meetings when deemed necessary.

Section II — Duties of the vice-president:

1. Shall be ready to assume the duties and responsibilities of the president when and if the circumstances demand it.

2. Shall perform any duties designated him by the president.
3. Shall cast a vote in all motions.
4. Shall take roll and enforce Article 2, Section 3.
5. Shall supply council members with an up-to-date constitution.
6. Shall be in charge of all student council elections. May establish electoral regulations and appoint any person or committees to assist in the transition from one administration to another.

Section III Duties of the secretary:
1. Shall send out proper notice for all special student council meetings.
2. Shall make and keep a record of proceedings at the student council meetings and provide each representative with a copy of the minutes.
3. Shall conduct all correspondence of the student council.
4. Shall cast a vote in all motions.

Section IV Duties of the treasurer:
1. Shall account for the financial status of the student council.
2. Shall pay all bills of the student council.
3. Shall collect any money for the student council treasury.
4. Shall cast a vote in all motions.
5. Shall keep a constant and complete record of council finances.

Section V Duties of representatives:
1. Shall report business transacted at student council meetings to homerooms.
2. Shall obtain and recognize the opinion of respective homerooms.
3. Shall perform special duties given them by the president.
4. Shall have and may use powers stated in Article III, Section II.
5. Shall cast a vote in all motions.

ARTICLE V

Section I This constitution shall be ratified by a quorum vote of the student body.

Section II This constitution shall be effective immediately after ratification by the student council.

Section III This constitution may be amended by a quorum vote of the student council.

Section IV An amendment to this constitution may be brought before the student council by any member of the student body.

Section V All proposed amendments must be in written form and be presented to the student council and the principal at least one meeting before the final vote is taken.

ARTICLE VI

Section I The student council adviser shall be present at meetings but shall have no vote.

Section II The duty of the adviser shall be to give advice and assistance when needed.

ARTICLE VII

Section I A quorum shall consist of 2/3 of the student council representatives.

Section II A quorum is necessary for any official vote on all matters.

Section III The student council shall meet according to schedule and importance.

ARTICLE VIII

Section I All elections of student council officers and representatives shall be held in April.

Section II Class presidents are held responsible for the election of their class officers and student council representatives.

Section III The freshman representatives shall be elected from their respective homerooms.

Section IV Student council officers shall be elected by majority vote of the student body. Seniors shall have no vote.

Section V Candidates for the president of the student council must file for that office no later than two weeks before the nominating assembly and must be juniors. Approved candidates shall be placed in nomination by their campaign managers.

Section VI Elections for the offices of student council president, vice-president, secretary, and treasurer shall take place as designated by the student council vice-president.

Section VII A candidate running for office must designate that office and run only for that office. An officer of the student council may not be an officer of a class, or of any club. Officers may, however, hold office in an organiztion outside of the school.

PLANNING AND SCHEDULING STUDENT ACTIVITIES*

I. PROJECT SELECTION

Actions speak louder than words. Getting answers to the following questions may be helpful for arriving quickly at a reasonable goal.

Which project in the student activity program should be given top priority as seen by your team? (Select *one* from among those your team identified.) Write it in Section I of the Student Activities Planning Guide which begins on page 74.

Example: Need for Trained Leadership

_____

_____

II. GOAL STATEMENT

Plotting the Course. The goal statement is a global, timeless statement about the project. In determining the differences between goals and job targets remember that goals are global and job targets are specific.

To see if your team is clear on the difference between goals and job targets read the statements which follow and indicate by placing in the space provided a "G" for those which are goals and "JT" for those which are job targets.

_____ 1. The student activities sponsor will establish a positive climate for change.

_____ 2. The student activities sponsor will develop a better communication method.

_____ 3. The student activities sponsor will plan one leadership workshop involving at least 25 student club and activity presidents.

_____ 4. The student activities sponsor will improve the quality of the student activities program.

Did your team pick number three as a job target? You are right. The other three statements are goals.

Now as a team decide upon and write a goal statement related to the project identified.

Example: The coordinator of student activities will improve the level of student and staff leadership.

_____

_____

Write the above statement in Section II of the Student Activities Planning Guide and then proceed to III.

III. ACTIVITIES

Activities, as the term is used in this guide, are to be viewed as *goal indicators.* They represent events which, when taking place, suggest a goal is being achieved. Therefore, your group needs to consider the following question: What specific types of activities will be occurring in your student activities program given the goal your team has selected? As a team you should develop a list of possible activities which could be used as a smorgasbord of ideas. An easy way to do this is to brainstorm. Try it! Take the goal you have written and as a team brainstorm as many kinds of activities as possible which will be taking place if your student activities program truly pursues the goal it has set for itself in Section II of the Student Activities Planning Guide. Your responses will be helpful later in determining precise job targets.

List your team ideas below, including all that your team members suggest. *Example:* Attendance at National Conferences – Local Leadership Workshops

_____

_____

_____

**Adapted by Ron Joekel from a presentation by James Sandfort at the NASSP Seminar for Student Activities, University of Wisconsin-Milwaukee, July 17-20, 1977.*

Now as a team review the list of ideas, eliminating those that are either inappropriate or unfeasible and then establish the remaining activities in priority order and write them in Section III of the Guide.

IV. JOB TARGETS

With the activities determined, your team should now focus on writing specific job targets. Each job target should answer the questions:

1. What is to be accomplished?
2. Who is responsible?
3. When will it be completed?
4. To what extent?

It is written so that after the activities are completed it will be possible to give a definitive answer as to whether the goal was met. If all of the job targets associated with the goal are met, it is implied that the goal was met.

Now try formulating *three job targets* in the space provided below. It might be helpful to underline each of the various parts to ensure none have been omitted. Number the underlined parts to make certain all four questions have been answered.

Example: The coordinator of student activities (2) will plan and conduct a leadership workshop in the spring (3) for selected students (with at least four representatives from each class.) (1) (4)

When the team is satisfied with the precision and appropriateness of each job target, list them in Section IV of the Student Activity Planning Guide.

V. EVIDENCE OF SUCCESS

To be accountable for your efforts you must have some evidence to demonstrate that your job targets have been reached. Section V of the Student Activity Planning Guide could also be labeled the "How Do You Know?" element.

"Acceptable evidence" must be stated *a priori*; that is, must be listed before the project is undertaken. The following questions might serve as a guide:

1. What evidence is needed to satisfy your team that this job target has been achieved?
2. What instruments and/or procedures will be used to gather the evidence or data?
3. What techniques will be used to analyze the data?

Your team is encouraged to be as sophisticated as it desires in developing its evaluation plan. Where special statistical techniques are anticipated, however, the assistance of a trained person in this area is helpful and in some instances necessary.

In Section V of the Student Activity Planning Guide, state as precisely as possible the evidence of the success your group will require for each job target listed.

VI. EVENTS AND DATES (Initiating and Completing)

It may be somewhat trite to point out that educators often have difficulty finding time to do all the things they need to do. Yet it is true that very little gets accomplished if there is not some commitment to deadlines. While it may be true that "busy people get things done," it seems more realistic to think that "things" will be done if there is a systematic plan for doing them.

Section VI of the Student Activity Planning Guide offers your team an opportunity to plan for major events associated with each job target. By referring to Section VI, "Events and Dates—Initiating, Intermediate, and Completing," your group is able to indicate when a given event must be started and completed.

At this point your team should list all of the events related to the accomplishment of each job target. Write the dates by which the significant events need to be accomplished (Section VI). Your team will certainly want initiating and completion dates for major tasks. Your team may also want to establish intermediate or "halfway" dates as checkpoints. When this has been done, proceed to the next section.

VII. PROGRESS REPORTS

This section of the Student Planning Guide pertains to progress reports. The Planning Guide will be most valuable only if it is referred to from time to time. There should be review periods during the course of the project when progress reports—or reports on problems being encountered—are made to other persons in your school. These may be to any or all of several persons: students, sponsors, or student activities director, and may be for a variety of reasons such as to provide information or seek ideas or gain approval.

Indicate *to whom* and *when* progress reports will be made. Also indicate *who will make them.*

VIII. SCHEDULING

When you have completed sections I-VII, review your work. Then, using the Student Activities Planning Schedule, prepare an Activities Calendar for the coming year.

PROMOTING PRIDE IN STUDENT ACTIVITIES
PLANNING GUIDE*

Name _____ School _____ Student Activity _____

I. PROJECT SELECTION

II. GOAL STATEMENT

III. ACTIVITIES

*Adapted with permission from a Charles F. Kettering Ltd. OCCASIONAL PAPER, *Self-Performance Achievement Record*: 1973.

IV. JOB TARGETS (Who, what, when, how much)

V. EVIDENCE OF SUCCESS

VI. EVENTS AND DATES (Initiating, Intermediate, Completing)

VII. PROGRESS REPORTS (To whom and when?)

VIII. MONTHLY STUDENT ACTIVITIES PLANNING SHEET

JULY	JANUARY
AUGUST	FEBRUARY
SEPTEMBER	MARCH
OCTOBER	APRIL
NOVEMBER	MAY
DECEMBER	JUNE

NAME OF ACTIVITY: _____

DESCRIPTION OF THE PROJECT: _____

_____

_____

PARTICIPATION: (Circle)

Total School
Class
Club
Committee
OTHER ____

REASONS FOR DOING IT: (circle those that apply)

recreation	(social/fun)
educational	(curriculum/school exchange)
spirit	(pep assembly)
leadership	(workshop)
fund raising	(money makers)
service	(school/community)

TIME SCHEDULE:

Jan.	July
Feb.	Aug.
Mar.	Sept.
Apr.	Oct.
May	Nov.
June	Dec.

Day _____

Night _____

Weekend _____

Overnight _____